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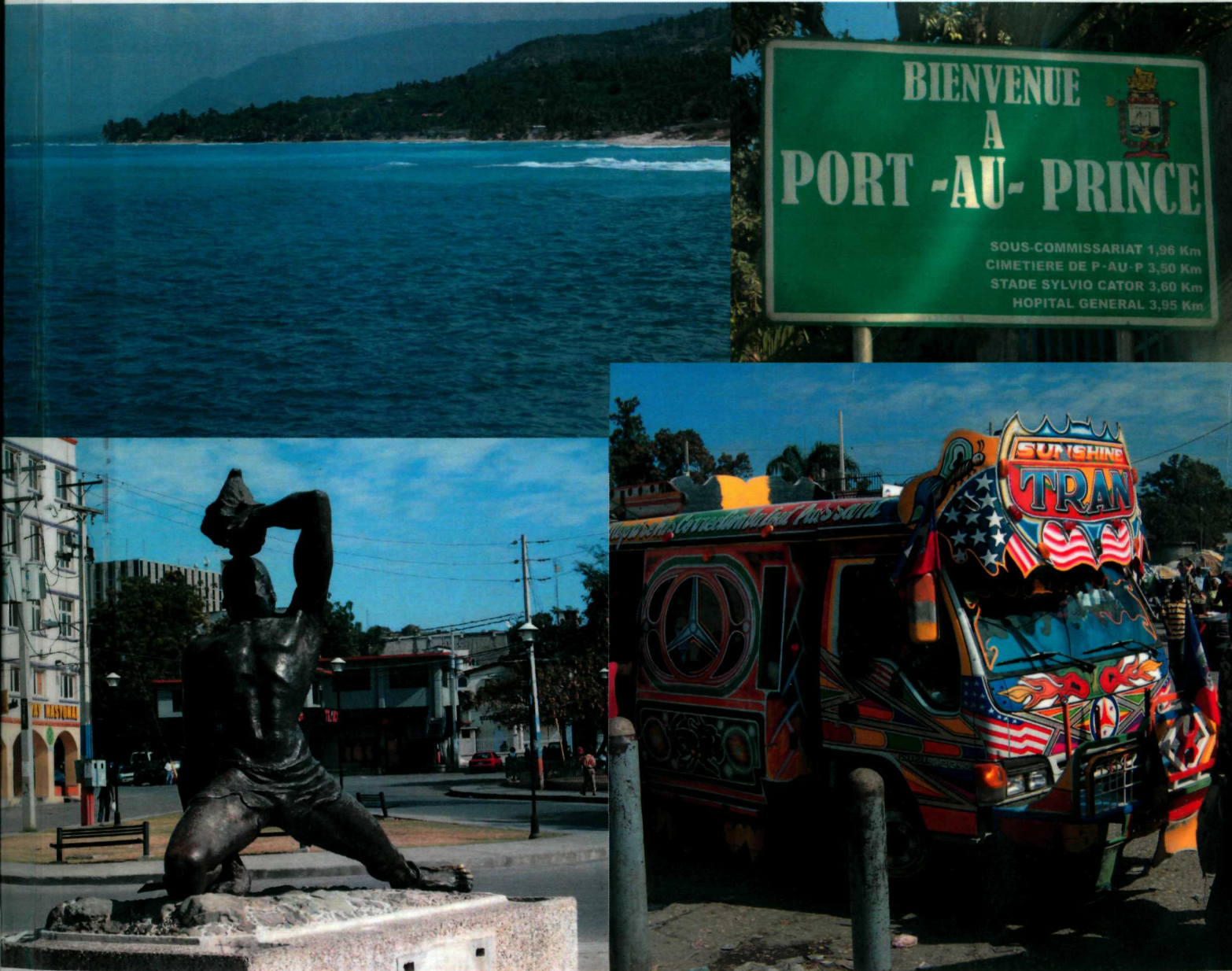


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Haitian-Creole Language and Culture for Beginner and Intermediate Learners



Frenand Léger
The College of the Bahamas

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PAWÒL LAKAY

*Haitian-Creole Language and Culture for Beginner and
Intermediate Learners*

Frenand Léger
The College of The Bahamas

In collaboration with
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Illustrations
Rashad Cornelius Ferguson

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Educa Vision Inc.

Pawòl Lakay: Haitian Creole Language and Culture for Beginner and Intermediate Learners

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Introductory Remarks on the Sociolinguistic Situation of Haiti

There are two official languages in Haiti: Haitian Creole (*Kreyòl* thereafter), the language of practically the entire population of Haiti (roughly 10 million) and French, the language of former colonizers from France. The French language has been used mostly by the elite for the purpose of perpetuating systems of dominance and hierarchies between themselves and the masses. Vestige of the colonial era, French is only used in formal settings by approximately 10% of Haiti's population. Many among the 10% are less than fluent in French and cannot use it comfortably in all situations. As an object of fascination and repulsion, French plays a dubious role in the Haitian society. Despite the fact that they do not speak French, most Haitians consider themselves as "Francophone". At the same time, this language reminds the Haitian people of the colonial period when they were under the French slavery yoke. While evoking refinement and culture, the use of French also symbolizes violence, oppression and social injustice in Haiti from colonial times up until today. The French have always asserted their superiority in all areas, including communication and, when Haiti became free in 1804, the Haitian elite simply continued this tradition. As a matter of fact, today, the French language is not being used by the Haitian upper-class and the tiny middle-class as a means of communication. This language is used instead more as a tool to dominate, oppress, and intimidate the fellow citizens from the masses who can only speak *Kreyòl*.

Kreyòl, the native mother tongue of virtually the entire nation of Haiti, is in fact the only language that all Haitians have in common. The *Kreyòl* language is a cultural component that has a fundamental importance in the construction of the Haitian people's identity. *Kreyòl*, as a language, plays a communicative as well as a cohesive role in the Haitian society. As more than 90% of Haitians speak only *Kreyòl*, this language was granted legal and educational status in 1961 partly due to efforts of Félix Morisseau-Leroy, one of the first significant Haitian writers to publish in *Kreyòl*. The current Haitian constitution, promulgated in 1987, recognizes the equality before the law of the country's two languages. In particular, it recognizes *Kreyòl* as the language shared by the entire population. Article 5 states: "All Haitians are united by a common language: Creole. Creole and French are the official languages of the Republic" (1987, Constitution, ch.1, art. 5). Since the 1980s, there have been many efforts to expand the use of *Kreyòl*. A great number of educators, writers and activists have written different types of texts in *Kreyòl*. Today, there are several newspapers written in *Kreyòl* and a large number of radio and television stations broadcasting in *Kreyòl* in Haiti as well as in major North American cities such as Montreal, New York, Miami and Boston.

Kreyòl: Where does the term come from?

The Haitian term "*kreyòl*" (Creole in English) derives from the French word "*créole*" which comes from the Portuguese word "*crioulo*". This word was coined in the 15th century in the Portuguese colonies in West Africa and originally referred to Portuguese and other Europeans born and raised in these overseas colonies. The term "*crioulo*" which means "raised locally" is a derivative of the Portuguese verb "*criar*" meaning "to raise". The term was later used to refer to people of mixed European and African ancestry as well as Blacks born in the colonies from African slave ancestors. Thereafter, with the colonization of the Americas, the term spread to other languages and took many other meanings. Derivatives of "*crioulo*" such as (*créole, kriol, kreyòl, kréyol* etc.) became the name of many distinct ethnic groups living on the plantations that the Europeans established as well as languages that arose on these plantations.

There has been an ongoing debate for several years about what word should be used to name the language of Haiti. Some linguists have added the word "Haitian" to the word "Creole" making it Haitian-Creole in English and "*kreyòl ayisyen*" in Haitian. They did so to avoid confusion with all the other Creole languages spoken in the world. Other linguists who consider the term "Creole" theoretically inappropriate have tried to get rid of it. Because of the pejorative connotation of the word "Creole" and other considerations, they argue that the language of the Haitian people should simply be called "Haitian" (*Ayisyen*) rather than "Creole". Here, in our textbook, we choose to use the word "*kreyòl*" for two main reasons. Firstly, by using "*kreyòl*", the Haitian spelling of the word "Creole", we make the distinction between the Creole language spoken in Haiti and the other Creole languages spoken around the world. Secondly, by calling this language "*kreyòl*", we respect and acknowledge the fact that, whether written in the French spelling "*créole*" or in the Haitian spelling "*kreyòl*", the Haitian people have always called their language "*créole*" or "*kreyòl*" as stated in the current Haitian constitution of 1987 (ch.1, art. 5).

Kreyòl: How is it defined and perceived?

For a long time, *Kreyòl* has been mistakenly referred to as a French dialect or as "broken French". History tells a lot about the injustice and the prejudice that was created and has continued to exist towards Creole languages and *Kreyòl* in particular. For a long time, Creole languages were denied the status of language. *Kreyòl* like all Creole languages is still categorized as being part of "a special class of languages" apart from other languages. There is in fact no agreement among linguists and other scholars on the fact that Creole languages arise and develop in similar ways to all natural languages.

However, the issue about *Kreyòl* being a full-fledged language or not is now obsolete in the academic sphere. Nowadays, there is clear agreement in academic circles that *Kreyòl* is a complete and autonomous linguistic system which is distinct from French or any other language. Linguists around the world agree on the fact that *Kreyòl* is a distinct language in

its own right, with its own pronunciation, spelling system, grammar, structure, and pragmatics. Nevertheless, there is no consensus among linguists on the origins of *Kreyòl*. According to some linguists, it originated from a pidgin use by Portuguese and French sailors and traders in the 15th and 16th centuries prior to the settlement of Saint-Domingue. Others believe it emerged later in Saint-Domingue around the 17th and 18th centuries as a contact language mixing French and many tribal West African languages.

In any case, *Kreyòl* appeared in the context of colonization when different people from Europe, particularly French settlers, came into contact with African slaves from different tribes in West Africa. From this contact emerged a new language with a syntax and system of rules strongly influenced by African languages such as *Ewe*, and *Fongbe* but also closely related to French since most of its lexicon derives from this European language. In fact, approximately 90% of the *Kreyòl* lexicon is derived from French and the other 10% are words taken from other languages such as English, Spanish, African and Caribbean languages.

Why learn Kreyòl?

There are many practical, academic and professional reasons for learning *Kreyòl*. It is the Creole language with the largest number of speakers and it is the most widely spoken Creole language in the world. It is also spoken by members of a Diaspora estimated at more than 3.5 million persons who have emigrated mainly to the United States, Canada, and France, as well as many Caribbean countries, especially the Dominican Republic, Cuba, The Bahamas, Cayman Islands, French Guiana, Guadeloupe, and Martinique. *Kreyòl* is the second most spoken language in the Dominican Republic, Cuba and The Bahamas.

At the university level, many studies on *Kreyòl* have been carried out. Many serious academic works on *Kreyòl* have been published making it perhaps the best described Creole language in the world. Many doctoral theses presented in North American and European universities have studied various linguistic aspects of this language. Since the 1970s, Creole studies have been incorporated in most schools of linguistics around the world. Because of its significance for the development of linguistic theory, particularly in the areas of second language acquisition, language contact, many courses such as linguistics or sociolinguistics, include elements of Creole studies. Because of migration, Creole studies also help deal with Diaspora issues related to language planning, language rights, globalization and multilingualism. Creole studies are also linked to literature studies, particularly postcolonial literature.

Furthermore, the project of (re)constructing Haiti after the January 2010 earthquakes provided a number of reasons to learn the *Kreyòl* language for professional applications. Many public and private institutions such as NGOs, philanthropic organizations and government agencies participating in the project of (re)constructing Haiti must desperately be in need of all types of *Kreyòl* materials as well as professional translators and interpreters with a high level of competence in both written and spoken *Kreyòl*. To be successful, the project of (re)constructing Haiti must be designed and carried out by the

Haitian people with the assistance of the international community. Since the Haitian government is weak, the role of the international community should be to empower not to take over. To properly help and work with the victims of the earthquakes in Haiti, the international institutions need to be able to communicate with them in their native language. As the victims of the earthquakes only speak *Kreyòl*, foreign languages such as French, English and Spanish must not be the dominant languages in the process of Haiti's (re)construction. A project aiming to effectively empower and enable sustainability in Haiti must include the urban and rural masses not only as beneficiaries but also as actors taking their destiny into their own hands. And this can be possible only if the *Kreyòl* language is consistently used as the primary medium of communication in the process of Haiti's (re)construction. Besides, *Kreyòl*, as all languages, goes beyond simple acts of communication. It also carries symbolic values that significantly impact social, political, and economic activities.

The organization of *Pawòl Lakay*

"Pawòl Lakay" is primarily designed as a textbook for beginners and intermediate learners at the college/university levels. But it can also be used as a self-study guide for any English-speaking person who is seriously interested in Kreyòl and Haitian studies. It is the most comprehensive resource for the teaching and learning of Kreyòl available on the market. *"Pawòl Lakay"* adopts a pragmatic approach to the teaching of language; emphasizing the value of communicative competence, functional language use, and conversational effectiveness. *"Pawòl Lakay"* takes into consideration the most recent research findings, new theories and methods in foreign language teaching. It is designed in accordance with the ACTFL National Standards for Foreign Language Education and the Common European Framework of Reference for Languages. The textbook follows a communicative action-oriented approach to foreign language teaching and learning. It espouses the principles of the ACTFL "5 Cs of foreign language education" which are: Communication, Cultures, Connections, Comparisons, and Communities.

"Pawòl Lakay" provides students with the opportunity to achieve one of the most important goals in learning a foreign language, which is **communication** in a language other than English. Almost every lesson includes Haitian proverbs related to the content of the lesson and a cultural note *"enfòmasyon sosyokiltirèl"* to give students the opportunity to gain knowledge about Haitian **culture**. Since learning languages is **connected** to other disciplines, *"Pawòl Lakay"* is full of activities allowing students to learn about Haitian history and many other issues related to human and social sciences. Students also develop reading, writing and textual analysis skills while learning Kreyòl.

Furthermore, students using *"Pawòl Lakay"* are given the opportunity to look at their own native language and compare it linguistically to Kreyòl, the target language. They are also required to compare their own culture and make **comparisons** with the target language and culture to discover similar and different cultural concepts and patterns. Although focusing on developing communicative competencies, *"Pawòl Lakay"* provides students with the opportunity to reinforce their knowledge of the lexical, phonological, pragmatic and grammatical features of English while learning Kreyòl.

Using a variety of pair work and in group activities as well as assignments and projects to be completed outside of the classroom, *"Pawòl Lakay"* encourages students to practice what they learn with native speakers of Kreyòl living in their neighborhood and thus take part in multilingual **communities**.

The structure of the chapters and lessons

"Pawòl Lakay" is designed to be used over three semesters of fourteen weeks (the first college academic year and the first half of the second year). It contains 9 chapters in total: a preliminary chapter and eight regular chapters. Each chapter is made up of four lessons and a dossier with cultural or socio-historical information. The dossiers (*dosye istorik* or *dosye sosyokiltirèl*) found at the end of each chapter, provides substantial information on an aspect of Haitian culture and society related to the theme of the chapter. It allows students to explore in greater depth the topics taught in the chapter while promoting cultural analysis and cross-cultural comparisons. The lessons include many components dealing with different aspects of the language as well as the four language skills. All lessons are equally divided into the following components and sections.

Vocabulary section – The vocabulary section generally begins with a presentation of the new words often accompanied by attractive and appropriate illustrations representing real life situations. The English equivalents of the new words are provided when necessary. To make the connection between the new words and the cultural reality they refer to, the vocabulary section contains a cultural note entitled "*enfòmasyon kiltirèl*" written entirely in English. The note provides students with the opportunity to gain knowledge concerning the cultural norms, values, traditions and behavior patterns that are typical of Haitian society. All vocabulary sections include a dialogue recorded on the audio CD that accompanies the textbook. The dialogue, representing a situational interaction, deals with the topic featured in the lesson as well as the lexical and grammar elements. At the end of all vocabulary sections, there are a series of well sequenced in-class activities (*Annou pratike*) that provide a full range of practice for students. The first sets of activities are discriminative and focus on oral and written forms. The second sets are more meaningful and focus on meaning and communication.

Structure/Grammar section – In this section, new grammatical structures and rules are explained in English. The explanations, written in clear and simple English, focus on authentic usage. Several examples are provided with their English equivalents to show typical Kreyòl sentence structures in real language contexts. The structure/grammar section comprises a number of exercises designed to help students put into practice the new grammatical rules and structures. These exercises, which also incorporate the topic and the vocabulary taught in the lesson, are divided into those to be completed individually, in pair work and small groups or whole class activities. From form-based to meaningful and communicative, the exercises follow the same pattern as the ones in the vocabulary section.

Phonetic/Spelling section – This section presents a thorough description of the Kreyòl spelling and sound system. To help students acquire good pronunciation, accent and spelling, the differences and similarities between Kreyòl and English spellings and sound systems are analyzed in the phonetic section of each lesson. This section includes discrimination and oral practice activities that are also recorded on the audio CD that accompanies the textbook.

Skill Building Activity section – Each lesson closes with an activity focusing on one or two of the four language skills. This activity provides students with the opportunity to put into practice everything they learned in the lesson in order to develop their receptive and productive skills. This section also focuses on drawing students' attention to the importance of applying well-defined language learning strategies, in particular strategies for listening, speaking, reading and writing in a foreign language.

I wish to thank Rashad Cornelius Ferguson and Kaya R. S. Fawkes, students at The College of The Bahamas for drawing the illustrations. Thanks to Stevenson Alistair for putting me in contact with these talented illustrators. Thanks also to Angi-Mildred, Sony Lavendure and Francis Brutus, native speakers of Kreyòl, for participating in the recording sessions.

Thanks to my entire family (Ite Benin, Lette, Marrah, Kariy and Benyvel) for their love. I must thank my brother, Serge Léger for giving me permission to adapt one of his wonderful Kreyòl poems for the project. Special thanks to Garry Léger, one of my brothers

Using the Recording Audio Materials

Pawòl Lakay comes with three hours of recorded materials on CDs. The audio CDs include recordings of all dialogues and phonetic materials in the textbook. The materials were recorded in the studio of Henri Moss's music Institute in Nassau, Bahamas. The activities on the CDs correspond to the listening sections marked in the textbook with an audio icon as well as the indication of the CD and the track to listen to. For example, if you see "CD 1- 44" after the audio icon, it means you should listen to track number 44 on CD number 1.

Note that some of the audio materials from the CDs also appear in the textbook in form of text so students can listen and read them simultaneously. For instance, all dialogues, poems, songs and pronunciation exercises recorded on the CDs also appear in their written form in the textbook. However, other audio materials such as dictations and certain listening exercises do not appear in their written form in the body of the textbook for pedagogical reasons. But for practical reasons, there is a transcription of all these audio materials in the appendix of *Pawòl lakay*.

Regular oral practice is essential for improving proficiency in a foreign language. Thus, listening to the activities on the CDs is necessary for a student's success when using *Pawòl Lakay*. It takes time patience and regular practice to understand Kreyòl spoken at a normal conversational pace. At first, you will find it difficult to understand the audio materials. Calm down and listen to the material again and again until you feel comfortable. The CDs also contain pronunciation and speaking activities. You will be often asked to repeat isolated words and sentences for pronunciation. Always pay careful attention to your pronunciation when repeating. If necessary, do not hesitate to listen to the same tracks many times until you feel comfortable saying the sentences. Make sure you follow the instructions in your textbook and on the CDs carefully to take full advantages of the audio materials.

Acknowledgements and Thanks

First and foremost, I would like to express my gratitude to Dr. Guy Maximilien for being a father figure to me. This book is dedicated to him for the positive impact he has made on my life and for his steadfast love and support.

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I wish to thank Rashad Cornelius Ferguson and Keva K. S. Fawkes, students at The College of The Bahamas for drawing the illustrations. Thanks to Stevenson Alistair for putting me in contact with these talented illustrators. Thanks also to Ange-Mildrid, Sony Laverdure and Francis Brutus, native speakers of *Kreyòl*, for participating in the recording sessions.

Thanks to my entire family (late Benito, Yvette, Marrah, Kerly and Benyve) for their love. I must thank my brother, Serge Léger, for giving me permission to adapt one of his wonderful *Kreyòl* poems for the project. Special thanks to Garly Léger, one of my brothers

living in Port-au-Prince, for keeping me constantly informed of the situation in Haiti and for coordinating the works of the persons on the ground in Haiti who took the photographs. Many thanks to Guerlande Darbonne, Jean-Renel Delva, Lynce Rodrigue, Marie-Laure Sylvain and Feguens Dupuis who provided me with most of the photographs of Haiti before and after the January 2010 earthquakes.

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I also express sincere thanks to Pamela Stubbs-Collins, Chair of the School of Communication and Creative Arts at The College of The Bahamas for continuous encouragement. Many thanks must also go to my friend Philip Armbrister, Assistant Professor at The College of The Bahamas, who has assisted me during the beginning phase of the project. Philip's interest for *Kreyòl* and Haitian studies has always been a great source of encouragement for me.

And last, but certainly not least, thanks to all my former *Kreyòl* students at Indiana University and at The College of The Bahamas, especially those who did not take *Kreyòl* by accident or because they could not find an available space in Spanish or French courses. This textbook is written because of you and for you. Thus, it is also dedicated to all of you.

Frenand Léger

Pawòl lakay :

Haitian-Creole Language and Culture for Beginner and Intermediate Learners

Detailed Table of Contents

Chapit Avangou

Premye kontak ak lang kreyòl la

➤ **Leson 1: Onè, Respè!**

- Language aim: *Greeting people and introducing yourself*
- Vocabulary: *Ekpresyon ak mo pou salye moun ak pou prezante tèt ou*
- Grammar & Structures: *Personal subject pronouns*
- Pronunciation & Spelling: *The alphabet and the sound system I*
- Comparison: *The parts of speech*

➤ **Leson 2: Li rele Wozlò Petitòm**

- Language aim: *Introducing others,*
- Vocabulary: *Ekpresyon ak mo pou salye moun*
- Grammar & Structures: *Personal object pronouns*
- Pronunciation & Spelling: *The alphabet and the sound system II*
- Listening: *Some famous Haitians*

➤ **Leson 3: Konbyen twa mwens kat fè?**

- Language aim: *Counting and calculating*
- Vocabulary: *chif ak nonm*
- Grammar & Structures: *The short forms of the personal pronouns & the emphatic pronouns*
- Pronunciation & Spelling: *The accent mark and the oral vowels*
- Speaking: *Greet and introduce yourself*

➤ **Leson 4: Nan lekòl la**

- Language aim: *Communicating in class*
- Vocabulary: *Classrooms objects; Kèk ekspresyon itil pou kominike nan klas la.*
- Grammar & Structures: *Expressing Possession*
- Pronunciation & Spelling: *The nasal vowels and the semi vowels*
- Writing: *Directory listings*

❖ **Dosye istorik: Istwa Touden Louvèti**

Chapit Premye

Selebrasyon an fanmi

➤ **Leson 1: Fanmi Wozlò Petitòm**

- Language aim: *Identifying your family members*
- Vocabulary: *Ekpresyon ak mo pou idantifye moun & chif 30 a 69*
- Grammar & Structures: *The verb to have & the negative*
- Pronunciation & Spelling: *The consonants*
- Writing & Speaking: *A family tree*

➤ **Leson 2: Lafanmi ak zanmi**

- Language aim: *Describing people*
- Vocabulary: *Ekpresyon ak mo pou dekri moun*
- Grammar & Structures: *The descriptive adjectives & the copulae se and ye*
- Pronunciation & Spelling: *The nasal consonants*
- Writing: *Description of your best friend*

➤ **Leson 3: Dat enpòtan nan lavi nou!**

- Language aim: *Talking about important dates & counting over one hundred*
- Vocabulary: *Jou, semenn, mwa, ane ...*
- Grammar & Structures: *Yes - No questions, & Wi and Non as interjections*
- Pronunciation & Spelling: *Double/triple consonant blends*
- Writing: *A weekly schedule*

➤ **Leson 4: Pi bonè se granm maten**

- Language aim: *Talking about holidays and celebrations & expressing the time*
- Vocabulary: *Segonn, minit, lè, fèt ak selebrasyon*
- Grammar & Structures: *The interrogative words*
- Pronunciation & Spelling: *Nasal vowels plus nasal consonants*
- Writing & speaking: *An interview*

❖ **Dosye kiltirèl: Guy Durosier**

Chapit De

Lakay la ak katye a

➤ **Leson 1: Lakay mwen!**

- Language aim: *Talking about your house*
- Vocabulary: *Ekpresyon ak mo pou pale de kay ou rete*
- Grammar & Structures: *Verbal Tense and Aspect Markers*
- Pronunciation & Spelling: *Oral vowels and nasal consonants*
- Listening: *De kay ki nan lweyaj*

➤ **Leson 2: Anndan lakay mwen!**

- Language aim: *Describing the interior of your house*
- Vocabulary: *Ekpresyon ak mo pou pale de anndan lakay ou*
- Grammar & Structures: *The habitual and present progressive tense*
- Pronunciation & Spelling: *The oral vowels /e/ vs /è/; /o/ vs /ò/ and /a/ vs /à/*
- Speaking: *Yon koutye*

➤ **Leson 3: Zafè pèsonèl mwen!**

- Language aim: *Talking about your belongings*
- Vocabulary: *Ekpresyon ak mo pou pale de bagay ou genyen*
- Grammar & Structures: *The simple and past progressive tense*
- Pronunciation & Spelling: *The front rounded vowels u, eu, èu*
- Listening: *De chanm*

➤ **Leson 4: Katye mwen!**

- Language aim: *Talking about your neighborhood & giving your address*
- Vocabulary: *Ekpresyon ak mo pou pale de katye ou rete*
- Grammar & Structures: *Near or definite, indefinite & uncertain futures*
- Pronunciation & Spelling: *The semivowels /y/, /w/ and the front vowel /u/*
- Writing: *Deskripsyon kay m ava achte a*

❖ **Dosye sosyokiltirèl: Architecture and Housing in Haiti**

Chapit Twa

Bon tan! Move tan!

➤ **Leson 1: Ann al achte rad!**

- Language aim: *Describing clothing*
- Vocabulary: *Ekpresyon ak mo pou pale de rad, soulye ak koulè yo*
- Grammar & Structures: *The adjectives of color and the indefinite article (singular & plural)*
- Pronunciation & Spelling: *The consonant /g/*
- Listening: *De magazen ki vann rad ak soulye*

➤ **Leson 2: Gwo van ti lapli!**

- Language aim: *Describing the weather & the seasons*
- Vocabulary: *tan ak sezon yo*
- Grammar & Structures: *The definite article (singular & plural)*
- Pronunciation & Spelling: *The consonant /j/*
- Writing: *Yon lèt pou dekri tan ak sezon*

➤ **Leson 3: Tranblemanntè an Ayiti**

- Language aim: *Discussing natural disasters*
- Vocabulary: *Ekpresyon ak mo pou pale de Tranblemanntè an Ayiti*
- Grammar & Structures: *The Nouns: gender & number*
- Pronunciation & Spelling: *The consonant /k/*
- Reading: *Katastwòf natirèl ann Ayiti*

➤ **Leson 4: Ann sispann koupe pyebwa**

- Language aim: *Discussing ecological issues*
- Vocabulary: *Ekpresyon ak mo pou pale de pwoblèm ekolojik*
- Grammar & Structures: *The demonstrative (singular & plural)*
- Pronunciation & Spelling: *The consonants /m/ and /n/*
- Listening: *Fenomèn debwazman ann Ayiti*

❖ **Dosye sosyokiltirèl: Ecological issues in Haiti**

Chapit Kat

Lekòl, travay ak profesyon

➤ **Leson 1: Lekòl ann Ayiti**

- Language aim: *Describing the school system*
- Vocabulary: *Ekpresyon ak mo pou dekri system edikatif la*
- Grammar & Structures: *The possessives used with definite articles*
- Pronunciation & Spelling: *The consonant /ch/ and the double consonant /tch/*
- Listening: *Elèv ayisyen k ap pale.*

➤ **Leson 2: Nan inivèsite a**

- Language aim: *Talking about university life.*
- Vocabulary: *Ekpresyon ak mo pou dekri inivèsite*
- Grammar & Structures: *Conditional & Hypothesis sentences, "si" clauses*
- Pronunciation & Spelling: *The consonant /r/ and the semi vowel /w/*
- Reading: *Si m te, m ta*

➤ **Leson 3: Etid inivèsite**

- Language aim: *Talking about your studies.*
- Vocabulary: *Ekpresyon ak mo pou pale de etid*
- Grammar & Structures: *The imperatives sentences and reflexive verbs*
- Pronunciation & Spelling: *The consonant /s/ and /z/*
- Writing: *Yon lèt aplikasyon pou yon bous etid*

➤ **Leson 4: Pwofesyon, metye ak travay!**

- Language aim: *Talking about what you would do in life*
- Vocabulary: *Ekpresyon ak mo pou pale de pwofesyon ak travay*
- Grammar & Structures: *Making polite requests; and expressing obligation*
- Pronunciation & Spelling: *The consonant /t/*
- Speaking: *Pale de etid ak karyè pwofesyonèl ou*

❖ **Dosye sosyokiltirèl: The education system in Haiti**

Chapit Senk

Vakans lan rive, plezi gaye!

➤ **Leson 1: Nou pral andeyò!**

- Language aim: *Talking about vacation*
- Vocabulary: *Ekpresyon ak mo pou dekri vakans ou*
- Grammar & Structures: *Aspectual verbs: tonbe, pran, fèk/fenk, fin, sòt, apèn/apenn, and konn*
- Pronunciation & Spelling: *The consonants /ng/ and /g/*
- Listening: *Vakans lavil ak andeyò*

➤ **Leson 2: Sou wout Jeremi!**

- Language aim: *Talking about cars and road traffics*
- Vocabulary: *Ekpresyon ak mo pou pale de machin ak sikilasyon*
- Grammar & Structures: *Modal verbs expressing ability, necessity & permission (ka/kab/kapab, mèt, gen dwa, dwe).*
- Pronunciation & Spelling: *The front vowel /u/ and the semivowel /w/ before /i/*
- Speaking: *Èske ou se yon bon chofè?*

➤ **Leson 3: Ann amize nou!**

- Language aim: *Talking about hobbies*
- Vocabulary: *Ekpresyon ak mo pou pale de jwèt*
- Grammar & Structures: *The verbal expression kite and annou*
- Pronunciation & Spelling: *The consonants /j/ and /y/ after /d/*
- Writing: *Ki pastan ki pi bon?*

➤ **Leson 4: Nou pral nan fèt chanpèt!**

- Language aim: *Talking about festivals for various patron saints*
- Vocabulary: *Ekpresyon ak mo pou pale de fèt chanpèt*
- Grammar & Structures: *Aspectual and modal verbs versus main verbs*
- Pronunciation & Spelling: *The letter /h/*
- Reading & listening: *Nòtredam nan Tigwav*

❖ **Dosye sosyokiltirèl: Let's go to Haiti for vacation**

Chapit Sis

Vwayaj nan peyi etranje!

➤ **Leson 1: Nan ki peyi nou prale?**

- Language aim: *Talking about your travel plans & describing countries and people*
- Vocabulary: *Ekpresyon ak mo pou pale de de pwojè vwayaj, nasyonalite ak peyi*
- Grammar & Structures: *Emphatic constructions with fronted elements introduced by (se)*
- Pronunciation & Spelling: *Consonant blends: bl; br*
- Speaking: *Ki peyi ou vizite deja?*

➤ **Leson 2: Mwayen transpò**

- Language aim: *Describing the means of transportation*
- Vocabulary: *Ekpresyon ak mo ki gen rapò ak mwayen transpò (bis, avyon, tren...)*
- Grammar & Structures: *Emphatic construction with fronted elements introduced by (se pa ti; se pa de; ala) and the emphatic adverbial menm*
- Pronunciation & Spelling: *Consonant blends: dl; dr*
- Reading: *Transpò piblik ann Ayiti*

➤ **Leson 3: Bon vwayaj!**

- Language aim: *Buying tickets & dealing with immigration and customs*
- Vocabulary: *Ekpresyon ak mo ki gen rapò ak vwayaj, imigrasyon ak ladwann*
- Grammar & Structures: *Negative adverbs (menm, ditou, ankò, nonplis, janm, poko)*
- Pronunciation & Spelling: *Consonant blends: fl; fr*
- Speaking: *Nan yon ajans de vwayaj*

➤ **Leson 4: Nan otèl Villa Kreyòl**

- Language aim: *Making arrangements for lodging*
- Vocabulary: *Ekpresyon ak mo pou pale de chanm otèl*
- Grammar & Structures: *Negative determiner and pronouns (okenn, pyès, anyen, pèsonn)*
- Pronunciation & Spelling: *Consonant blends: gl; gr; gz, gb and gd*
- Writing: *Piblisite pou yon otèl w ap louvri*

❖ **Dosye sosyokiltirèl: Accommodation & Lodging for travelers to Haiti**

Chapit Sèt

Manje ak bwason

➤ **Leson 1: Ann al nan mache!**

- Language aim: *Shopping for food in open-air market & expressing quantity*
- Vocabulary: *Ekpresyon ak mo pou machande nan mache pou eksprime kantite*
- Grammar & Structures: *Expressions of quantity*
- Pronunciation & Spelling: *Consonant blends: kl; kr; ks; kt*
- Reading : *Yon lis pwovizyon alimantè*

➤ **Leson 2: Nan makèt la!**

- Language aim: *Shopping for food in super- market & making comparison*
- Vocabulary: *Ekpresyon ak mo pou achte nan makèt*
- Grammar & Structures: *Comparison with adjectives*
- Pronunciation & Spelling: *Consonant blends: lb; lf; lk*
- Writing: *Engredyan pou yon dine uit moun*

➤ **Leson 3: Ann pase atab!**

- Language aim: *Identifying and describing Haitian meals and dishes*
- Vocabulary: *Ekpresyon ak mo pou pale de manje*
- Grammar & Structures: *Comparison with verbal expressions*
- Pronunciation & Spelling: *Consonant blends: lm; ls, lt*
- Listening: *Resèt diri kole ak pwa sèch*

➤ **Leson 4: Nan restoran an**

- Language aim: *Ordering food and drink in a restaurant*
- Vocabulary: *Ekpresyon ak mo pou komande manje ak bwason nan restoran*
- Grammar & Structures: *The superlative*
- Pronunciation & Spelling: *Consonant blends: sk; sl; sm*
- Writing: *Abitid alimantè ou*

❖ **Dosye sosyokiltirèl: Manje aysiyen se koupe dwèt!**

CHAPIT AVANGOU

Chapit Uit

The goal of the preliminary chapter is to introduce you to the basics of the Kreyòl language and culture.

Lasante, maladi ak lanmò

➤ **Leson 1: Lasante ak Lijyèn se Kòkot ak Figawo**

- Language aim: *Describing your body and discussing personal hygiene*
- Vocabulary: *Ekpresyon ak mo pou dekri kò nou ak pou pale de liyèn*
- Grammar & Structures: *The possessive construction "pa"*
- Pronunciation & Spelling: *Consonant blends: sp; spr; st*
- Writing: *Fason w fè twalèt ou lèmaten*

➤ **Leson 2: Pwoblèm sante !**

- Language aim: *Discussing healthcare issues*
- Vocabulary: *Ekpresyon ak mo pou pale de pwoblèm sante*
- Grammar & Structures: *Prepositions and nouns with agglutinated articles*
- Pronunciation & Spelling: *Consonant blends: pl; pr; pt*
- Speaking: *Ann fè yon ti anatomi!*

➤ **Leson 3: Lasante se richès!**

- Language aim: *Discussing well-being and fitness*
- Vocabulary: *Ekpresyon ak mo pou pale de sante nou*
- Grammar & Structures: *Serial verb constructions*
- Pronunciation & Spelling: *Consonant blends: tr; tl*
- Listening: *Yon reklam pou yon medikaman kont lagrip*

➤ **Leson 4: Veye lanmò!**

- Language aim: *Discussing funeral rituals*
- Vocabulary: *Ekpresyon ak mo pou pale de lanmò, veye ak lantèman*
- Grammar & Structures: *Interjections*
- Pronunciation & Spelling: *Consonant blends: vl; vr; vn*
- Writing: *Aksidan, maladi, lanmò, lantèman*

❖ **Dosye sosyokiltirèl: Folk and religious beliefs in Haiti**

German 101

Lesson 1: German is a language

Lesson 1: German is a language

- Language: German is a language
- Vocabulary: German is a language
- Grammar & Structures: German is a language
- Pronunciation & Spelling: German is a language
- Reading: German is a language
- Writing: German is a language

Lesson 2: German is a language

- Language: German is a language
- Vocabulary: German is a language
- Grammar & Structures: German is a language
- Pronunciation & Spelling: German is a language
- Reading: German is a language
- Writing: German is a language

Lesson 3: German is a language

- Language: German is a language
- Vocabulary: German is a language
- Grammar & Structures: German is a language
- Pronunciation & Spelling: German is a language
- Reading: German is a language
- Writing: German is a language

Lesson 4: German is a language

- Language: German is a language
- Vocabulary: German is a language
- Grammar & Structures: German is a language
- Pronunciation & Spelling: German is a language
- Reading: German is a language
- Writing: German is a language

German is a language

CHAPIT AVANGOU

Premye kontak ak lang kreyòl la

The goal of the preliminary chapter is to introduce you to the basics of the Kreyòl language and culture.

You will learn how to:

- *greet, introduce yourself and others*
- *identify people and classroom objects*
- *ask for information: name, phone number, email...*
- *count from 1 to 29 and do additions and subtractions*
- *express possession*
- *communicate in class using Kreyòl.*
- *use the alphabet to spell people name and other words*
- *use the grave accent mark and recognize certain vowel sounds*

You will use:

- *terms for greetings, farwells and introductions*
- *terms to identify people*
- *expressions of courtesy*
- *terms for objects in the classroom*
- *the numbers from 1 to 29*
- *the personal subject and object pronouns*
- *the possessive adjectives*
- *the indefinite article (singular and plural)*
- *the alphabet and the accent marks*
- *certain vowel sounds*
- *some common verbs.*

Lesson 1: Onè, Respè!

Lesson 2: Li rele Wozlò Petitòm

Lesson 3: Konbyen twa mwens kat fè?

Lesson 4: Nan klas la

Dosye istorik/sosyokiltirèl: Istwa Touden Louvèti

Lesson 1: Onè, Respè!

- Language aim: **Greeting people and introducing yourself**
- Vocabulary: **Ekpresyon ak mo pou salye moun ak pou prezante tèt ou**
- Grammar and Structures: **Personal subject pronouns**
- Pronunciation and Spelling: **The alphabet and sound system I**
- Comparison: **The parts of speech**

I. Ki moun sa a? Kijan li rele?



CD 1-2 - Listen to the following names and titles.

| | | |
|---|--|---|
|  <p>- Se yon dam. Li rele Mimosz Petitòm. Se madam Petitòm.</p> |  <p>- Se yon madmwazèl. Li rele Wozlò Petitòm. Se manmzèl Wozlò.</p> |  <p>- Se yon ti dam. Li rele Mari Petitòm. Se manzè Mari.</p> |
|  <p>- Se yon granmoun. Li rele Lisi. Se manmi Lisi.</p> |  <p>- Se yon timoun. Li rele Anayiz. Se yon ti fi.</p> |  <p>- Se yon timoun. Li rele Adriyen. Se yon ti gason.</p> |



- Se yon mesye. Li rele Chal Petitòm. Se mesye Petitòm.



- Se yon granmoun. Li rele Andre. Se papi Andre.

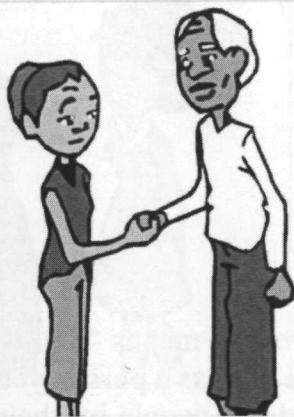


- Se yon granmoun.
- Li rele Aleks. Se misye Aleks.

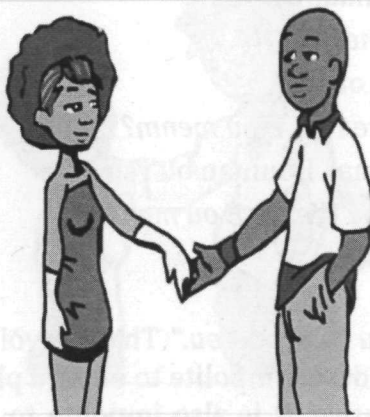
A. Do you know other Haitian names? Make a list of Haitian names. Think about Haitian friends, classmates and famous Haitians like Tousein Louvèti, and Jan Jak Desalin, Anri Kristòf, Aristid, Jan Klod etc...



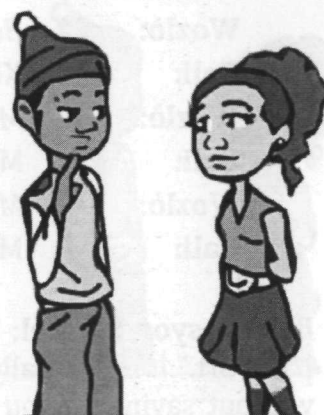
CD 1-3 - Use these expressions to greet people.



- Bonjou, madam.
- Bonjou, mesye. Mwen rele Ivèt Sensi. E ou menm, kijan w rele?
- Mwen rele Janmak Maglwa.



- Bonswa, madmwazèl.
- Bonswa, mesye. Mwen rele Wozlò Petitòm. E ou menm, kijan w rele?
- Mwen rele Andre Senatis.



- Bonjou, ti dam.
- Bonjou, mesye. Mwen rele Mari Petitòm. E ou menm, kouman w rele?
- Mwen rele Alfrèd Jolikè.

± Use these expressions to ask and say how you are.



CD 1-4 - Kijan w ye? / Kouman ou ye? / Ban m nouvèl ou.

| | | |
|--|--|---|
|  <p>- Mwen byen. Mwen anfòm. E ou menm?</p> |  <p>- M la. M pa pi mal. M ap kenbe. E ou menm?</p> |  <p>- M pa byen. Mwen pa anfòm menm.</p> |
|--|--|---|



CD 1-5 - DJALÒG

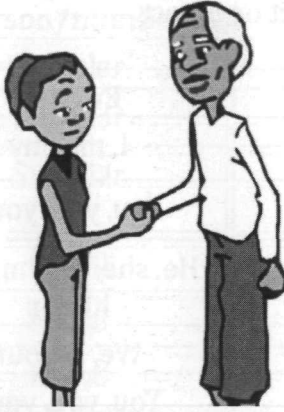

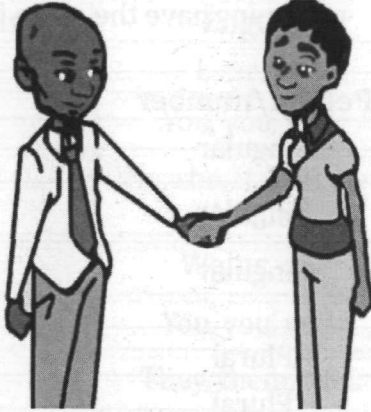
- Gali meets Wozlò for the first time. He introduces himself to her. Listen to them.

| | |
|---------------|--------------------------------|
| Gali: | - Bonjou madmwazèl. |
| Wozlò: | - Bonjou mesye. |
| Gali: | - Kouman ou ye? |
| Wozlò: | - Mwen byen wi. E ou menm? |
| Gali: | - M pa pi mal. Kouman ou rele? |
| Wozlò: | - Mwen rele Wozlò. E ou menm? |
| Gali: | - M rele Gali. |

- ❖ **Enfòmasyon kiltirèl:** “*Bonjou se paspò ou.*” This Kreyòl proverb means “Hello is your passport.” It is normally considered impolite to enter a place or pass a person you know without saying *bonjou* or *bonswa*. It is also impolite to address people by their given names unless one is a family member, a friend or a close work colleague of comparable hierarchic importance. One also usually does not address people by their last name only unless at school and in a work environment.

ANNOU PRATIKE

A. Complete the following conversations between these two persons.

| | | |
|--|---|--|
|  <ul style="list-style-type: none"> - Bonjou madam. - Possible answer.... |  <ul style="list-style-type: none"> - Possible question... - Mwen pa pi mal. |  <ul style="list-style-type: none"> - Possible question... - Mwen rele Andre. |
|--|---|--|

B. **Kisa y ap di?** What are these people saying? Write your answers in your notebook and prepare brief exchanges with a partner.

| | | |
|---|---|---|
|  |  |  |
|---|---|---|

C. **Ann fè konesans.** Greet and introduce yourself to a classmate. Ask your partner her/his name.

II. Personal Pronouns

- ✦ Personal pronouns stand for nouns that refer to persons or things. Kreyòl has five different personal pronouns represented in long and short forms. The personal pronouns have the same form whether they function as subject or object.

| Person/number | Kreyòl | Short forms | English |
|---------------|--------|-------------|---------------------------------|
| Singular | mwen | m | I, me, my |
| Singular | ou | w | You, you, your |
| Singular | li | l | He, she, it, him, her, his, its |
| Plural | nou | n | We, us, our |
| Plural | nou | n | You, you, your |
| Plural | yo | y | They, them, their |

- ✦ Note the differences between Kreyòl and English. The same form is used for the first and second person plural; **nou** is used for both **we** and the plural **you**. Unlike English, there are no distinctions between masculine, feminine, and neuter in the third person singular. The subject pronoun **Li** means **he, she, or it**. Note that **mwen, ou, li, nou** and **yo** serve as personal pronouns as well as possessive adjectives in different contexts.

- | | |
|---------------------|-------------------------------|
| 1. Mwen se ayisyen. | <i>I am Haitian.</i> |
| 2. Ou se ayisyen. | <i>You are Haitian.</i> |
| 3. Li se ayisyen. | <i>He or she is Haitian.</i> |
| 4. Nou se ayisyen. | <i>We are Haitian.</i> |
| 5. Nou se ayisyen. | <i>You are (all) Haitian.</i> |
| 6. Yo se ayisyen. | <i>They are Haitian.</i> |

- ✦ **Use of Personal Pronouns as Subject** - When a personal pronoun precedes a predicate (verb, adjective, adverb or complement of place), it functions as subject.

- | | |
|----------------------------|-----------------------------------|
| 1. <u>Li</u> manje diri. | <i><u>She</u> eats rice.</i> |
| 2. <u>Mwen</u> bèl. | <i><u>I</u> am handsome.</i> |
| 3. <u>Yo</u> anfòm. | <i><u>They</u> are fine.</i> |
| 4. <u>Nou</u> nan lakou a. | <i><u>We</u> are in the yard.</i> |

ANNOU PRATIKÉ

A. **Pwonon pèsònèl** - Fill in the blanks with the correct form of the personal pronoun.

| Person/number | Kreyòl | Short forms | English |
|---------------|--------|-------------|---------------------------------|
| Singular | | ... | I, me, my |
| Singular | ... | w | You, you, your |
| Singular | li | ... | He, she, it, him, her, his, its |
| Plural | ... | n | We, us, our |
| Plural | | ... | You, you, your |
| Plural | ... | y | They, them, their |

B. **Pwonon sijè** - Substitute the underlined noun in each sentence with the correct corresponding subject pronoun. Follow the examples below.

Example 1: Adriyen se yon ti gason. → **Answer:** Li se yon ti gason.

Example 2: Wozlò ak Mari se madmwazèl. → **Answer:** Yo se madmwazèl.

1. Adriyen se yon timoun.
2. Chal pa pi mal.
3. Anaviz se yon ti fi.
4. Andre ak Lisi granmoun.
5. Mimoz byen.

C. **Nou se Ayisyen?** Ask whether the following people are Haitian or not.

Example: Your instructor: *Ou se ayisyen?* OR *Li se ayisyen?*

1. Manzè Mari
2. Mesye ak Madan Petitòm
3. Yourself
4. Adriyen ak Lisi
5. Your classmate
6. Everybody in the classroom except yourself
7. Chal
8. Everybody in the classroom including yourself

III. The Kreyòl alphabet and sound system

- ✦ Going over the alphabet will not help with pronunciation. To pronounce the new Kreyòl words correctly, you must listen carefully and repeat them. After learning the alphabet, you will only be able to spell your name and other words in Kreyòl. The differences between Kreyòl and English pronunciation will be analyzed in the phonetic section of each lesson. The Kreyòl alphabet is based on the Latin alphabet. It includes 10 symbols for the vowel sounds, 17 symbols for the consonant sounds and 3 symbols for the semi-vowels.



CD 1-6 – Listen to the alphabet and repeat. You may look for the meaning of all these words in your dictionary or in the glossary in your textbook.

| | | | | | | | | | |
|------|------|--------|------|------|------|--------|-------|--------|-------|
| A, a | afè | AN, an | ban | B, b | biwo | CH, ch | chat | D, d | diri |
| E, e | ede | EN, en | senk | È, è | atè | F, f | fou | G, g | figi |
| I, i | li | J, j | janm | K, k | kou | L, l | lakay | M, m | moun |
| N, n | nèf | O, o | dlo | Ò, ò | lòt | ON, on | pon | OU, ou | chou |
| P, p | pita | R, r | rad | S, s | sal | T, t | tou | NG, ng | lang |
| U, u | uit | V, v | vire | W, w | wouj | Y, y | youn | Z, z | zouti |

ANNOU PRATIKE



A. CD 1-7 – Write down the missing letter(s) in the following words.

Example: ____onjou → **Answer:** Bonjou

1. ____onswa

8. Da____

2. ____ijan

9. ____ele

3. M ____dam

10. Manm ____ èl

4. T ____ dam

11. Ti ____ ason

5. Manz ____

12. Tim ____ n

6. Koum ____

13. Ti ____ i

7. Madm ____ azèl

14. Me ____ ye

B. Reorder the letters to find the correct Kreyòl word. Then spell the correct word aloud.

Example: ONBJOU → **Answer:** B-O-N-J-O-U, bonjou

- | | | | |
|-----------|--------------|----------|------------|
| 1. OBNWSA | 2. AFNÒM | 3. TAIMD | 4. MZLMÈAN |
| 5. YBNE | 6. LAMDAMÈWZ | 7. EMYES | 8. MADNA |

C. **PREZANTASYON.** Introduce yourself to a classmate, who will ask you to spell your last name. **Example:**

-Bonjou, mwen rele Mari Petitòm.

-Petitòm ? Kouman li ekri ?

-Li ekri konsa : P-E-T-I-T-Ò-M. E ou menm, kijan ou rele?

-Mwen rele Lina Aleksann.

-Aleksann ? Kouman li ekri ?

-Li ekri konsa A-L-E-K-S-A-N-N

IV. Konparezon lingwistik

✦ The parts of speech

In this activity, you will learn the parts of speech in Kreyòl and review them in English. When learning foreign languages at the college level, there are many advantages of being linguistically aware of your native language. Knowledge of the lexical, phonological, and grammatical features of English can help you understand the difficulties you may encounter when learning a foreign language. Your instructor may sometimes use words like adverb, preposition or article when explaining grammatical differences or similarities between English and Kreyòl. If you do not know what an adverb, a preposition or a determinant is, you will not be able to understand what she/he is talking about.

✦ The nine parts of speech used to describe English as well as Kreyòl words are:

ENGLISH EXAMPLES

KREYÒL

PARTS OF SPEECH

- | | | |
|--------------------------------|--|---------------------------------|
| 1. Noun: Country | The <u>country</u> is economically poor. | <u>Peyi</u> a ekonomikman pòv. |
| 2. Determinant: A | There is <u>a</u> book on the table. | Gen <u>yon</u> liv sou tab la. |
| 3. Pronoun: It | <u>It</u> is economically poor. | <u>Li</u> ekonomikman pòv. |
| 4. Verb: To play | Peter <u>plays</u> basketball. | Pyè <u>jwe</u> baskètbòl |
| 5. Adverb: Well | Peter plays <u>well</u> . | Pyè jwe <u>byen</u> . |
| 6. Adjective: Excellent | The food is <u>excellent</u> . | Manje a <u>ekselan</u> . |
| 7. Preposition: To | She is going <u>to</u> Haiti. | Li prale <u>ann</u> Ayiti. |
| 8. Conjunction: But | This is good <u>but</u> I don't want it. | Li bon <u>men</u> m pa vle l. |
| 9. Interjection: Ah! | <u>Ah!</u> Now I understand. | <u>A!</u> Kounye a, m konprann. |

ANNOU PRATIK

A. Identify parts of speech. Circle the correct answer in the following sentences:

1. Which one is not a noun?
• music – red – desk – health – book
2. Which one is a noun?
• needed – yellow – idea – they – then
3. Which one is not an adverb?
• quickly – bad – work – worst – good
4. Which one is an adverb?
• carry – black – pen – slowly – the
5. Which one is not a determiner?
• the – a – thus – her – their
6. Which one is a determiner?
• pink – call – its – them – therefore
7. Which one is not a verb?
• eat – played – working – busy – son
8. Which one is a verb?
• This – airplane – learn – an – my
9. Which one is not an adjective?
• blue – smart – fine – yes – correct
10. Which one is an adjective?
• dossier – air – loan – pretty – she
11. Which one is not a conjunction?
• or – and – but – not – so
12. Which one is a conjunction?
• one – hair – although – man – only
13. Which one is not a preposition?
• to – buy – at – by – under
14. Which one is a preposition?
• is – rare – from – lady – have
15. Which one is not a pronoun?
• they – she – it – for – them
16. Which one is a pronoun?
• there – we – might – did – apt
17. Which one is not an interjection?
• ouch – ah – more – hmm – dear
18. Which one is an interjection?
• dear – oh – era – fair – less

B. Languages in Haiti. Name the part of speech of the underlined words in each of the following sentences.

1. The two official languages of Haiti are Kreyòl and French.
2. Kreyòl is the only language that all Haitians have in common.
3. Spoken by approximately 10% of the Haitian population, French is used in formal situations in Haiti.
4. It was in 1987 that the Constitution granted official status to Kreyòl.
5. While its vocabulary is mostly of French origin, Kreyòl borrowed many words from Spanish, English and African languages.

C. Parts of speech - Identify the part of speech of the underlined word in each of the following Kreyòl sentences.

1. Bonjou Mesye Petitòm.
2. Kouman ou ye?
3. M pa pi mal.
4. Kouman ou rele?
5. Mwen rele Wozlò. E ou menm?
6. O! Andre. S ak pase?
7. Plim nan sou biwo a.
8. Adriyen se yon ti gason.
9. Mimos se yon bèl madanm.
10. Anri rankontre Chal.

Example: MENM

Se se nienna mwen, Anri.

Answer: BOYFRIEND OR GIRLFRIEND

That's my boyfriend Anri.

B. Ann se konseans. Greet and introduce yourself to a classmate. Ask your partner her/his name and get ready to introduce her/him to the class.

Example:

Bonjou Mwen rele...

E ou menm?

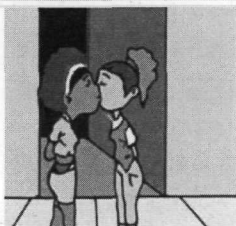
Leson 2: Li rele Wozlò Petitòm!

- Language aim: **Introducing others**
- Vocabulary: **Ekpresyon ak mo pou salye moun**
- Grammar and Structures: **Personal object pronouns**
- Pronunciation and Spelling: **The alphabet and the sound system II**
- Listening: **Some famous Haitians**

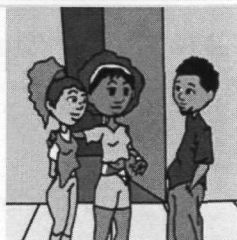
I. Kite m prezante w !



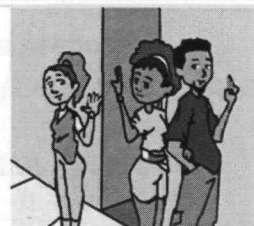
CD 1-8 – Wozlò meets her friend, Malèn, in the streets. She introduces Malèn to her boyfriend, Filip. Use the words you already know, the context and the illustrations to try to understand what the three friends are saying.



- O! Se pa Malèn.
- Wozlò! Kouman ou ye?
- Mwen byen wi. E ou menm?
- M ap boule piti piti.
- Ban m nouvèl fanmi ou.
- A ! Tout moun anfòm wi.

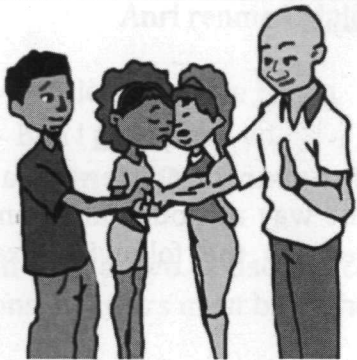
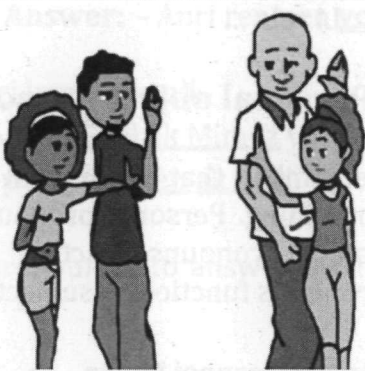


- Filip, kite m prezante w zanmi m Malèn. Filip, se Malèn. Malèn se Filip.
- Bonjou Malèn. Ban m nouvèl ou.
- Bonjou Filip. Mwen byen. E ou menm.
- M ap kenbe.



- Bon ! Wozlò, m prale.
- Oke dakò Malèn. M kontan wè w anpil wi.
- Mwen menm tou.
- Malèn, m kontan fè konesans avèk ou wi.
- Mwen menm tou Filip. Mwen byen kontan rankontre w.
- Orevwa.
- N a wè tande.

- ✚ Wozlò and Filip meet Malèn in the streets. Malèn is with her boyfriend, Anri. She introduces Anri to Wozlò and Filip.

| | |
|---|--|
|  <ul style="list-style-type: none"> - Bonjou Wozlò. Bonjou Filip. - Bonjou Malèn. - Sa se mennaj mwen, Anri. - Anchante Anri. - Sa fè m plezi rankontre nou. Malèn toujou ap pale de nou. |  <ul style="list-style-type: none"> - Wozlò, m ale wi? - Oke Malèn. Salye tout moun tande - Ou menm tou. - Filip, n a kwaze ankò frè m. - Men wi Anri. N a kwaze. |
|---|--|

- ❖ **Enfòmasyon kiltirèl:** In general, Haitian people shake hands (*bay lanmen*) when they meet for the first time or when they say good-bye. Among family and friends, man and man shake hands; woman and man as well as woman and woman kiss each other on the cheek. Children, however, usually kiss adults even when meeting them for the first time.

ANNOU PRATIKE

- A. Make a list of all the new words that you do not understand. Use your dictionary to search for their meanings or ask your instructor. Then, try to translate the conversations into English.

Example: MENNAJ → **Answer:** BOYFRIEND OR GIRLFRIEND

- Sa se mennaj mwen, Anri.

- This is my boyfriend Anri.

- B. **Ann fè konesans.** Greet and introduce yourself to a classmate. Ask your partner her/his name and get ready to introduce her/him to the class.

Example:

- Bonjou. Mwen rele...
- E ou menm... ?

C. Presante yon moun. Introduce yourself to the class and then introduce your partner with complete sentences in Creole.

Example:

- Bonjou klas. Mwen rele...
- Li rele ...

II. Personal object pronouns

Remember that a personal pronoun replaces a noun that refers to a person or something. Personal pronouns behave the same way as nouns in a sentence. Like nouns, pronouns function as subject or object. In the following examples the pronouns function as subject.

- | | |
|--|---|
| 1. Anri se mennaj Malèn. | <i>Anri is Malèn's boyfriend.</i> |
| 2. <u>Li</u> se mennaj Malèn. | <i><u>He</u> is Malèn's boyfriend.</i> |
| 3. Plim nan ak kreyon an nan valiz la. | <i>The pen and the pencil are in the bag.</i> |
| 4. <u>Yo</u> nan valiz la. | <i><u>They</u> are in the bag.</i> |

Personal pronoun as object- When a personal pronoun follows a predicate, it generally functions as object.

- | | |
|-----------------------------|---------------------------------|
| 1. Anri renmen Malèn. | <i>Anri loves Malèn.</i> |
| 2. Anri renmen <u>li</u> . | <i>Anri loves <u>her</u>.</i> |
| 3. Plim nan sou tab la. | <i>The pen is on the table.</i> |
| 4. Plim nan sou <u>li</u> . | <i>The pen is on it.</i> |

ANNOU PRATIKE

A. Identify the subject and the object in the following sentences. Underline the subject with one line and the object with two. Some of the sentences do not have an object.

Examples: - Anri renmen Malèn. → **Answer:** - Anri renmen Malèn.

• Mwen byen wi. → **Answer:** - Mwen byen wi.

• Wozlò kontan. → **Answer:** - Wozlò kontan.

- | | |
|--------------------------------|----------------------------------|
| 1. Anri renmen Malèn ak Wozlò. | 6. Malèn fè konesans Filip. |
| 2. Wozlò rankontre Malèn. | 7. Mwen byen kontan rankontre w. |
| 3. Bon ! M prale wi. | 8. N a wè tande |
| 4. Mwen kontan wè w anpil wi. | 9. Tout moun anfòm. |
| 5. Mwen menm tou. | 10. Kouman ou ye? |

B. Replace the underlined noun(s) in the following sentences with a subject or an object pronoun (*mwen, ou, li, nou, yo*).

Examples: - Mwen rankontre Filip. → **Answer:** - Mwen rankontre li
 Anri renmen Malèn ak Wozlò. → **Answer:** - Anri renmen yo.

- | | |
|--|---------------------------------------|
| 1. Wozlò rankontre <u>Malèn</u> . | 4. <u>Anri</u> kontan anpil. |
| 2. Bon ! <u>Mari</u> prale wi. | 5. Kouman <u>Chal ak Mimoz</u> ye? |
| 3. <u>Malèn ak Wozlò</u> renmen Filip. | 6. Filip salye <u>Malèn ak Anri</u> . |

C. **Reponn kesyon yo.** – Use the correct form of a pronoun(s) to answer the following questions. Answers must be in the affirmative.

Examples: - Kouman Chal ye? → **Answer:** - Li byen wi.

- | | |
|--|------------------------------------|
| 1. <u>Malèn</u> renmen Filip? | 4. Anri rankontre <u>Chal</u> ?" |
| 2. Kijan <u>Mari</u> ye? | 5. Kouman <u>Chal ak Mimoz</u> ye? |
| 3. <u>Malèn ak Wozlò</u> renmen <u>Filip</u> ? | 6. Kouman <u>Adriyen</u> ye? |

III. The Kreyòl alphabet and sound system

- ✚ Kreyòl spelling is mostly phonemic which means that a letter or a group of letters always correspond to the same sound (phoneme). For example, in English the letter "A" may be pronounced in different ways depending on the context. In English, "A" is pronounced [a] as in the word *last*, [ə] as in *what*, [æ] as in *flat* and [e] as in *make*. Unlike English, the letter "A" is always pronounced [a] in Kreyòl.
- ✚ There are some fundamental rules that one needs to know when learning the Kreyòl alphabet and sound system: There is one written sign for each sound; a written sign always corresponds to the same sound; Kreyòl has no silent letter; and each letter has its own function.

ANNOU PRATIKE



A. CD 1-9 – After repeating, you may listen and repeat the following sounds and words in which they are found. Use your dictionary or the glossary in your textbook to look for the meaning of these words.

| | | | |
|----------------------|----------------------|-----------------------|----------------------|
| A, a <i>papa</i> | An, an <i>manman</i> | B, b <i>bib</i> | CH, ch <i>chache</i> |
| D, d <i>dodin</i> | E, e <i>epe</i> | En, en <i>grennen</i> | È, è <i>vètè</i> |
| F, f <i>Fifi</i> | G, g <i>grigri</i> | I, l <i>izin</i> | J, j <i>jenjanm</i> |
| K, k <i>koukou</i> | L, l <i>lalin</i> | M, m <i>madanm</i> | N, n <i>nennenn</i> |
| NG, ng <i>lang</i> | O, o <i>dlololo</i> | Ò, ò <i>wòklò</i> | ON, on <i>tonton</i> |
| OU, ou <i>poupou</i> | P, p <i>pipi</i> | R, r <i>rara</i> | S, s <i>salsa</i> |
| T, t <i>tenten</i> | UI, ui <i>luil</i> | V, v <i>vivan</i> | W, w <i>wonn</i> |
| Y, y <i>yoyo</i> | Z, z <i>zigzag</i> | | |



B. CD 1- 10 – Yon ti dikte - Your instructor will slowly dictate five short Kreyòl sentences. Listen carefully and fill in the blanks with the missing segments.

Example: *You hear* → Kouman _____ ye Jodi _____?

You write → Kouman ou ye Jodi a?

- Kouman ou ye jodi a?
- M _____ pi mal _____.
- _____ ou rele?
- Mwen rele Wozlò. E ou _____?
- Ban m _____ ou non.
- M ap _____ wi.

IV. Annou Koute



CD 1- 11 – Some Famous Haitians:

A. Anvan ou koute. You will hear descriptions of five famous Haitians. Look at the chart below to see if you recognize any of the names. Do you know anything about these individuals? Share what you know about them with the class.

B. Pandan w ap koute. Where are they from and what they are famous for? You will listen to the recording twice. The first time, circle the place or the city where each person is from. Then, listen again and in the second column, circle the profession or activity for which each of these persons is famous.

| Their Name | City/place where they are from | Why they are famous |
|----------------------------------|--|--|
| A. Wyclef Jean | 1. Kwamachatè - 3. Kwadepre 2. Kwadèboukè - 4. Kafoufèy | 1. Mizisyen - 3. Akademisyen 2. Ayisyen - 4. Milisyen |
| B. Toussaint Louverture | 1. Finka - 3. Breda 2. Brennda - 4. Okay | 1. Enfimyè - 3. Aksyonè 2. Revolisyonè - 4. vòlè |
| C. Manno Sanon | 1. Pòdepè - 3. Pòtospenn. 2. Pòtoprens. - 4. Fòlibète | 1. Basketè - 3. Foubolè 2. Rakekè - 4. Bòs tayè |
| D. Jacques Stephen Alexis | 1. Grangwav - 3. Lagonav 2. Tigwav - 4. Gonayiv | 1. Ekriven - 3. Ayisyen 2. Jamayiken - 4. Mannken |
| E. Emeline Michel | 3. Grangwav - 3. Gonayiv 1. Tigwav - 4. Lagonav | 1. Kwizinyèz - 3. Repasèz 2. Lesivèz - 4. chantèz |

C. Apre ou fin koute. Compare your answers with those of your classmates. Which of these people would you like to meet? Why?

Leson 3: Konbyen twa mwens kat fè?

- Language aim: *Counting, asking and giving your contact information*
- Vocabulary: *Ekpresyon ak mo pou bay kowòdone, chif and nonm*
- Grammar and Structures: *Short forms of the pronouns and emphatic pronouns*
- Pronunciation and Spelling: *The oral vowels and the accent mark*
- Speaking: *Greet and introduce yourself*

I. N ap konte soti nan zewo rive nan ventnèf.



CD 1-12 – Listen to the numbers and repeat.

| | | | | |
|------------|--------|----------|-------------|-------------|
| 0 zewo | 6 sis | 12 douz | 18 dizuit | 24 vennkat |
| 1 en, youn | 7 sèt | 13 trèz | 19 diznèf | 25 vennsenk |
| 2 de | 8 uit | 14 katoz | 20 ven | 26 vennsis |
| 3 twa | 9 nèf | 15 ken | 21 venteyen | 27 vennsèt |
| 4 kat | 10 dis | 16 sèz | 22 vennde | 28 ventuit |
| 5 senk | 11 onz | 17 disèt | 23 venntwa | 29 ventnèf |

✚ Use these expressions when doing addition and subtraction

➤ $3 + 4 = 7$

Konbyen twa plis kat fè?

Twa plis kat egal sèt.

➤ $11 - 6 = 5$

Konbyen onz mwens sis fè?

Onz mwens sis egal senk.



Enfòmasyon kiltirèl: The Haitian conventional way of counting up to 10 using the fingers is different from the American way. A Haitian child counts with palms facing in and starts with the thumb instead of the index finger.

ANNOU PRATIKE

A. Ann konte. Fill the blanks in the following lists with the logical numbers. This is an oral activity. You must say the number aloud when you fill the blanks.

1. 1, 2, __, 4, 5, 7, __, 8, 9, __, 11, 12, 13, 14, __, 16, 17, 18, 19, __.
2. 2, 4, 6, __, 10, 12, 14, __, 18, 20, 22, __, 26, 28, __.
3. 0, 5, __, 15, __, 25, __.
4. 3, 6, __, 12, 15, __, 21, 24, __, 30.

B. Ann ekri chif yo. Write the following numbers in Kreyòl. Change figures into words and words into figures. Pay attention to the accent marks when writing the numbers as words.

Example: 14: → *katòz* or **Example:** douz: → 12

3: →

nèf: →

8: →

en: →

17: →

dizwit: →

15: →

trèz: →

10: →

ven: →



C. CD 1- 13 - Annou fè kèk ti kalkil. You will hear a series of additions and subtractions read by your instructor. Write the correct answer down using figures.

Example: *You hear* → $12 + 4$ fè konbyen?
You write → 16

a) _____

e) _____

b) _____

f) _____

c) _____

g) _____

d) _____

h) _____

D. Nan sal klas la. Respond to the following questions giving short answers.**Example:** Konbyen tablo (*chalkboard*) ki gen nan klas la? → **Answer:** Youn

1. Konbyen biwo (*desk*) ki gen nan klas la?
2. Konbyen gason ki gen nan klas la?
3. Konbyen fi ki gen nan klas la?
4. Konbyen etidyan (*students*) ki gen nan klas la?
5. Konbyen chèz (*chair*) ki gen nan klas la?

✚ **Use these expressions to provide personal information**

| | |
|-------------|-------------|
| adrès | address |
| fèt | born |
| imel | email |
| laj | age |
| lane | year |
| nasyonalite | nationality |

| | |
|--------|------------|
| nimewo | number |
| non | last name |
| prenon | first name |
| ri | street |
| siyati | last name |
| vil | city |

**CD 1- 14 - DJALÒG**

- To register at the university, Wozlò must provide personal information.



- | | |
|------------------|-------------------------------------|
| Employee: | - Bonjou madmwazèl. |
| Wozlò: | - Bonjou mesye. |
| Employee: | - Kijan ou rele? |
| Wozlò: | - Mwen rele Wozlò. |
| Employee: | - Ki siyati ou? |
| Wozlò: | - Petitòm |
| Employee: | - Ki laj ou genyen? |
| Wozlò: | - M gen diznèf lane. |
| Employee: | - Ki kote ou rete? |
| Wozlò: | - M rete nan ri Chavàn, nimewo 28. |
| Employee: | - Ki imel ou? |
| Wozlò: | - Imel mwen se <u>wozi@yahoo.fr</u> |
| Employee: | - Ki nimewo telefòn ou? |
| Wozlò: | - Nimewo mwen se 3-234-1228 |
| Employee: | - Ki nasyonalite ou? |
| Wozlò: | - M se Ayisyèn. |
| Employee: | - Nan ki vil ou te fèt? |
| Wozlò: | - Petyonvil. |

⬇ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. What is Wozlò's last name?
2. How old is Wozlò?
3. What is the name of the street where Wozlò lives?
4. What is the name of the city where Wozlò lives?
5. Is Wozlò Bahamian, American or Haitian?

ANNOU PRATIKE

A. Ki enfòmasyon? What personal information is Aleksi giving?

Example: Ayiti. → Se peyi (country) li.

- | | |
|-------------------------|-----------------|
| 1. Aleksi | 5. Ayisyen |
| 2. Petitòm. | 6. Pòtoprens |
| 3. 13, ri Dipèp | 7. 3-203-2212 |
| 4. <u>toma@yahoo.fr</u> | 8. Ventuit lane |

B. E ou menm? Answer the following questions in Kreyòl.

- | | |
|------------------|--------------------------|
| 1. Ki non ou? | 5. Ki nasyonalite ou ? |
| 2. Ki siyati ou | 6. Ki vil ou fèt? |
| 3. Ki adrès ou ? | 7. Ki nimewo telefòn ou? |
| 4. Ki imel ou ? | 8. Ki laj ou? |

II. How to use the short form of the personal pronouns

- ✚ Remember whether they function as subject or object, personal pronouns can be written in short or contracted forms which are: **m, w, l, n, y** as in the following sentences:

| | | |
|------------------------------|---|---------------------------|
| - Mwen renmen Malèn. | → | M renmen Malèn. |
| - Kouman ou ye? | → | Kouman w ye? |
| - Anri rankontre li . | → | Anri rankontre l . |
| - Nou ap kenbe. | → | N ap kenbe. |
| - Y ap boule. | → | Y ap boule. |

- ✚ While the long form of the pronouns occurs in any position and in all contexts, it is not the same with the contracted forms. Note that three of the contracted forms of the pronouns are consonant and two are semi-consonant sounds. For this reason, except for the contracted form **M**, they do not appear before of after a consonant.

- ± **The short form "M"** - The short form **M** is the only one that may occur in any position when it is subject but not when it is object.

Examples before a consonant sound:

- Mwen byen.
- Mwen renmen Wozlò.
- M byen.
- M renmen Wozlò.

Examples before a vowel sound:

- Mwen ale.
- Mwen antre.
- M ale.
- M antre.

Examples after a vowel sound:

- Pyè kale mwen.
- Wozlò manyen mwen.
- Pyè kale m.
- Wozlò manyen m.

- ± **The short forms "L, N and W"** - These forms appear only when the preceding or following word begins with a vowel.

Examples before a vowel sound

- Li ale.
- Nou antre.
- Ou atè
- L ale.
- N antre.
- W atè.

Examples after a vowel sound

- Chal rale li.
- Vini nou pale ou.
- Chal rale l.
- Vini n pale w.

- ± **The short form "Y"** - "Y" usually occurs only before words that begin with a vowel.

Examples

- Yo ap ekri.
- Yo ale.
- Y ap ekri
- Y ale.

- ✚ Kreyòl uses emphatic pronouns (***mwen menm, ou menm, li menm, nou menm, yo menm***) to emphasize the subject or object of a verb or when there are two or more subjects. Put the adverb ***menm*** directly after each pronoun to form emphatic pronouns.

- | | |
|-------------------------------------|--|
| 1. Se <u>mwen menm</u> ki fè sa. | <i>I did that. OR I am the one who did that.</i> |
| 2. <u>Ou menm</u> ! M rayi w. | <i>You! I hate you.</i> |
| 3. <u>Li menm</u> , li rele Wozmèn. | <i>Her, her name is Wozmèn.</i> |
| 4. Nou prale <u>nou menm</u> . | <i>We are leaving.</i> |
| 5. Se <u>yo menm</u> ki bon. | <i>These are the good ones.</i> |
| 6. Se ak <u>ou menm</u> m ap pale. | <i>It's you I'm talking to.</i> |

- ✚ Sometimes the adverb ***menm*** is used twice to place additional emphasis.

- | | |
|---|--|
| 1. Se <u>mwen menm menm</u> ki fè sa. | <i>I did that. OR I am the one who did that.</i> |
| 2. <u>Ou menm menm</u> ! M rayi w. | <i>You! I hate you.</i> |
| 3. <u>Li menm menm</u> , li rele Tijanti. | <i>Her name is Tijanti.</i> |

ANNOU PRATIKE

- A. Use the contracted form of the pronouns to transform the following sentences using the verb marker « ap ».

Example: Nou ... kenbe. → **Answer:** N ap kenbe.

- Nou _____ pale.
- Li _____ boule.
- Ou _____ manje.
- Yo _____ kenbe.
- Mwen _____ rankontre Jan.

- B. Use the contracted form of the pronouns when possible to complete the following sentences.

Example: Kouman _____ (you) ye? → **Answer:** Kouman w ye?

- | | |
|-------------------------------|---------------------------------|
| 1. Ban m nouvèl _____ (you). | 5. Wozlò manyen _____ (them). |
| 2. Kijan _____ (they) ye? | 6. Jak vann _____ (me) yon liv. |
| 3. _____ (I) rankontre Toma. | 7. Malèn fè konesans (him). |
| 4. _____ (they) renmen Wozlò. | 8. Anri salye _____ (her). |

- C. **Pwonon anfatik.** Use the correct form of the emphatic pronouns to complete the following statements. The emphatic pronoun you use must replace the noun or the pronoun in parenthesis as in the example below.

Example: E _____ (Malèn)? → **Answer:** E li-menm?

1. (Filip) _____ renmen Wozlò.
2. _____ (they), yo renmen Malèn.
3. Se _____ (you) ki kontan.
4. _____ (I) m rele Anita.
5. E _____ (we) kisa n ap fè?
6. (Wozlò) _____ renmen Filip.

D. Siyati (last name). Respond to the following questions using the correct form of the emphatic pronouns. Note that everybody's last name is *Petitòm*.

Example : Siyati Lina se Pyè. E Wozlò?

Answer: Siyati Wozlò li menm se Petitòm.

1. Siyati Lina se Pyè. E Chal?
2. Siyati Lina se Pyè. E Chal ak Andre?
3. Siyati Lina se Pyè. E nou?
4. Siyati Lina se Pyè. E Mimos ak Mari?
5. Siyati Lina se Pyè. E Adriyen ak Anayiz?
6. Siyati Lina se Pyè. E ou?

III. The oral vowels and the accent mark

✚ Remember that the Kreyòl alphabet includes 10 vowel sounds. The 10 vowels are divided into 7 oral vowels (**a, e, è, i, o, ò, ou**) and 3 nasal vowels (**an, en, on**). They are considered to be the most important sounds in the Kreyòl language. Thus, in order to acquire good pronunciation, you must pronounce these vowels correctly.

✚ Note the small sign on the top of the **è** and the **ò**. It is called grave accent. The grave accent does not exist in English. It is the only accent used in Kreyòl. It is used to modify the sounds of the vowels (**e, o, a**) which become: (**è, ò, à**) like in **lame: army / lamè: sea; lo: pile / lò: gold; pan: peacock; pàn: breakdown**.



A. CD 1- 15 – Listen and repeat words with oral vowel sounds.

| | | | |
|------------------|------------------|------------------|----------------------|
| A, a <i>akra</i> | E, e <i>tete</i> | O, o <i>moto</i> | I, i <i>mimi</i> |
| À, à <i>pàn</i> | È, è <i>bèbè</i> | Ò, ò <i>bòkò</i> | OU, ou <i>doudou</i> |



B. CD 1- 16 – Write down the vowel sound that is missing in the following words.

Example: B__jou → **Answer:** Bonjou

- | | |
|-----------------|----------------|
| 1. Bonsw____ | 8. D____m |
| 2. K____jan | 9. Rel____ |
| 3. M____dam | 10. Manmz____l |
| 4. T____dam | 11. Ti gas____ |
| 5. Manz____ | 12. Tim____n |
| 6. K____man | 13. Ti f____ |
| 7. M____dmwazèl | 14. M____sye |



C. CD 1- 17 – Yon ti dikte. Listen to the following Kreyòl sentences and write down the missing oral vowel segments.

Example: *You hear* : Mar__ nan l__ri a. → *You write* : Mari nan la ri a.

- | | |
|------------------------------|----------------------------------|
| 1. Mar__ nan l__ri a. | 7. Poup__ fifi dlolol__. |
| 2. Fifi ap k__ri v__t. | 8. W__ch Lòlò a pèdi nan f__a. |
| 3. Loulou l__d k__kouk__. | 9. Tidj__ fè gwo l__bo ak tot__. |
| 4. Ti gas__an wòkl__anpil. | 10. Bek__Anmari pran p__. |
| 5. Tonton an ap pal__k__k__. | 11. Ti fi a b__l kou lakansy__l. |
| 6. Vètè sou f__a k__at__a. | |

IV. Annou pale yon ti kreyòl

✚ Speaking in a foreign language

Language teachers always say "*The best way to learn a foreign language is to speak it*". While speaking practice is important in helping with fluency, by itself, it does not help build vocabulary, grammar and pronunciation. In order to speak, you have to be exposed to language input first. By listening to native speakers and by reading what they write, you learn new words and grammar structures that you can then use to express yourself.

- ✚ You will apply everything you have learned so far in order to greet someone, introduce yourself, spell your name and ask for contact information such as names, phone numbers, email addresses etc.

A. Anvan ou pale. Imagine that you go to Haiti to improve your Kreyòl. You are taking Kreyòl classes at the State University of Haiti. Tomorrow is the first day of class and you will have to greet, introduce yourself, say hello to new students. Make a list of

expressions and sentences you will use or you may hear in your conversations. You may use information you've already learned in lesson 1 and 2 to prepare your list.

Examples:

To introduce yourself to the class, you may say:

- *Bonjou klas. Kouman nou ye? Mwen rele...*

To introduce yourself to your instructor, you may say:

- *Bonjou/bonswa mesye or madmwazèl. Mwen rele... e ou menm?*

- B. Ann pale.** Now, circulate among your classmates and ask the questions you have prepared. But, you need to greet them and introduce yourself first. Then, you may ask them their name, phone numbers, email address etc. Don't forget to ask them to spell their name if you do not understand. Also write down their name and contact information.



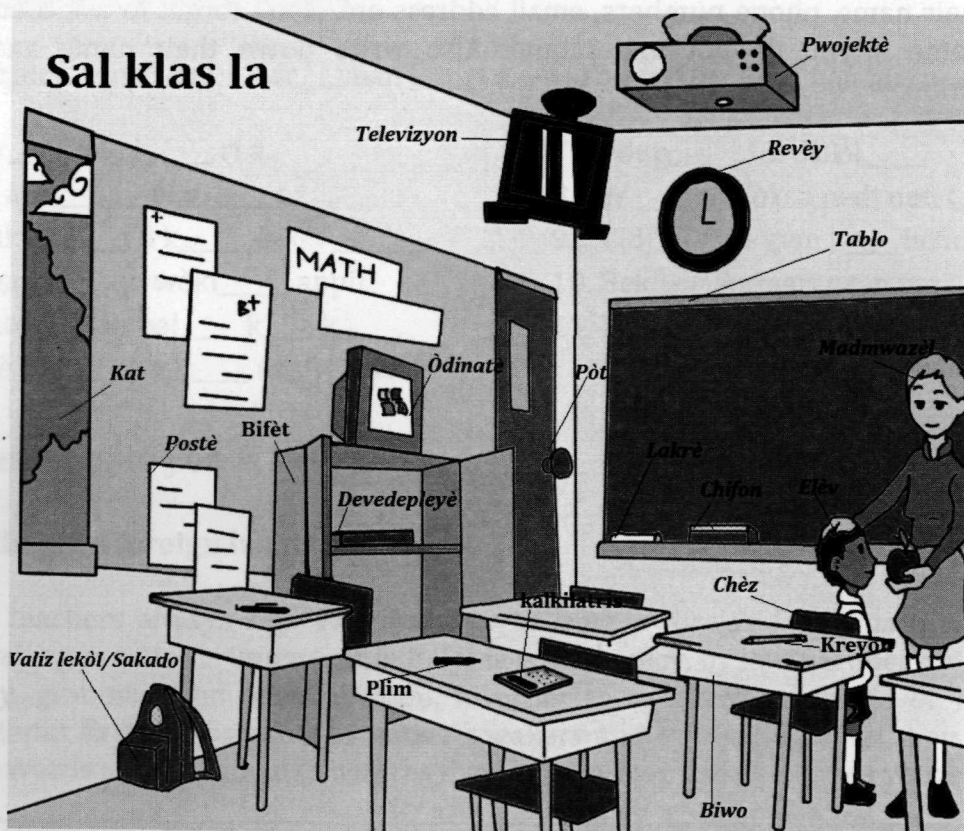
- | | |
|---------------------------|----------------------------|
| 1. Pou m'etaye... | 5. Pou m'... |
| 2. Pou m'ofase tablo... | 6. Pou m'ofase kaye... |
| 3. Pou m'ekri nan kaye... | 7. Pou m'ekri sou tablo... |
| 4. Pou m'chita... | 8. Pou m'kòle m'... |

Leson 4: Nan klas la

- Language aim: **Nan klas la**
- Vocabulary: **Classrooms objects; kèk ekspresyon itil pou kominike nan klas la**
- Grammar and Structures: **Expressing Possession**
- Pronunciation and Spelling: **The nasal vowels and the semi vowels**
- Writing: **Directory listings**

I. Premye jou klas kreyòl la

Sa se klas nan lekòl Adriyen an. Gen anpil bagay nan klas la. Sa se klas ki nan lekòl boujwa (bourgeois/rich people). Majorite lòt lekòl ann ayiti yo pa gen anpil bagay konsa.



ANNOU PRATIKE

A. Kisa k sou tab la? What is/isn't on the table?

Example: Sa k sou tab la? → **Answer:** Gen yon liv. OR Pa gen chifon.

- | | |
|-----------|------------|
| 1. liv | 6. òdinatè |
| 2. chifon | 7. gòm |
| 3. plim | 8. kaye |
| 4. kreyon | 9. valiz |
| 5. liv | 10. règ |

B. Kisa k gen nan klas la? Say *wi* OR *non* when asked about what is in the classroom.

Nan klas kreyòl la, gen...:

- | | |
|---------------------|--------------------|
| 1. Kat ban? | 11. Ven kaye? |
| 2. Anpil chèz? | 12. Yon gwo tablo? |
| 3. Twa biwo? | 13. Anpil elèv? |
| 4. Kat òdinatè? | 14. Yon pwofesè? |
| 5. Senk televizyon? | 15. Yon pwojektè? |
| 6. Anpil liv? | 16. Anpil gòm? |
| 7. Twa radyo? | 17. Yon chifon? |
| 8. Anpil plim? | 18. Kèk limyè? |
| 9. Sis fenèt? | 19. De poflè? |
| 10. Yon pòt? | 20. Yon ti revèy? |

C. Kisa ou bezwen? What do you need to do the following things?

Example: Pou m gade fim... → **Answer:** M bezwen yon televizyon.

- | | |
|----------------------------|----------------------------|
| 1. Pou m etidye... | 5. Pou m li... |
| 2. Pou m efase tablo... | 6. Pou m efase kaye... |
| 3. Pou m ekri nan kaye.... | 7. Pou m ekri sou tablo... |
| 4. Pou m chita... | 8. Pou m koute mizik... |

D. Kisa sa ye? Point at 10 different items around the classroom and ask a classmate to identify them. Write your partner's responses on the spaces below.

Example:

- **Student 1:** Kisa sa ye? → **Student 2:** Se yon biwo.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

✚ **Use these expressions when communicating in class**

• **Pwofesè a di elèv yo:**

1. Kanpe!

Stand up!

2. Chita !

Sit down!

3. Koute byen.

Listen carefully.

4. Pran liv nou.

Take your book.

5. Louvri liv nou nan paj 25.

Open your book at page 25.

6. Fè egzèsis yo.

Do the exercises.

7. Travay an gwoup.

Work in group.

8. Fèmen kaye nou.

Close your notebook.

9. Depoze plim ou sou tab la.

Put your pen on the table.

10. Ale sou tablo a.

Go to the board.

11. Ekri fraz yo sou tablo a.

Write the sentences on the board.

12. Efase tablo a.

Erase the board.

13. Aprann mo nouvo yo.

Learn the new words.

14. Etidye leson nou.

Study your lesson.

15. Prepare egzamen an.

Prepare for the exam.

• **Elèv yo di pwofesè a:**

- | | |
|---|---|
| 1. Eskize m. | <i>Excuse me.</i> |
| 2. Silvouplè! | <i>Please!</i> |
| 3. Kouman yo di... ? | <i>How do you say... ?</i> |
| 4. Kisa sa vle di? | <i>What does... mean?</i> |
| 5. M pa konnen. | <i>I don't know.</i> |
| 6. M pa konprann. | <i>I don't understand</i> |
| 7. M pa kwè. | <i>I am not sure.</i> |
| 8. M bliye. | <i>I forgot.</i> |
| 9. M pa sonje. | <i>I don't remember.</i> |
| 10. Ou kab repete pi dousman/yon lòt fwa? | <i>Can you repeat slower/once more?</i> |
| 11. Kisa nou sipoze fè? | <i>What are we supposed to do?</i> |
| 12. Ki egzèsis? Ki paj? | <i>Which exercise? which page?</i> |
| 13. Kijan ou pwononse...? | <i>How do you pronounce... ?</i> |
| 14. Kouman sa ekri? | <i>How is that written?</i> |
| 15. Kijan ou eple...? | <i>How do you spell...?</i> |



CD 1- 18 - DJALÒG

- *Adriyen is standing in the classroom talking to another student while his teacher is explaining something important. The teacher is asking Adriyen to be quiet, to sit down and to work. But Adriyen is not behaving very well. Listen to their conversation.*



- | | |
|-----------------|--|
| Pwofesè: | - Adriyen! Kisa ou ap fè la? |
| Adriyen: | - Anyen non. |
| Pwofesè: | - Chita epi fèmen bouch ou. |
| Adriyen: | - Mwen p ap pale non. |
| Pwofesè: | - Louvri liv ou nan paj 18 epi fè egzèsis B. |
| Adriyen: | - Eskize m wi. Ki egzèsis ou di? |
| Pwofesè: | - Egzèsis B nan Paj 18. |
| Adriyen: | - Kisa m sipoze fè nan egzèsis B a? |
| Pwofesè: | - Aprann mo yo epi ekri fraz yo nan kaye ou. |
| Adriyen: | - M pa konprann non. |
| Pwofesè: | - Kisa? Sot deyò nan klas la. Ti enbesil! |

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. What was the first thing that the teacher asked Adriyen to do?
2. What was the second thing that the teacher asked Adriyen to do?
3. Did Adriyen understand what the teacher asked him to do?
4. What was the last thing the teacher told Adriyen?

ANNOU PRATIKE

A. **Ki kote?** Is your instructor telling you to do these things in class or at home?

Example: Koute byen. → **Answer:** in class

- | | |
|-------------------------------|-------------------------------|
| 1. Koute byen. | 7. Etidye leson nou. |
| 2. Louvri liv nou nan paj 25. | 8. Depoze plim ou sou tab la. |
| 3. Prepare egzamen an. | 9. Ale sou tablo a. |
| 4. Travay an gwoup. | 10. Efase tablo a. |
| 5. Aprann mo nouvo yo. | 11. Fèmen kaye nou. |
| 6. Ekri fraz yo sou tablo a. | 12. Pran liv nou. |

B. **Nan klas la.** Match the two columns to make up instructions that your instructor might give you in class.

Example: Koute.... ... radio a byen. → **Answer:** Koute radio a byen.

- | | |
|-----------------------|-------------------------------|
| 1. Koute... | ...nan paj 28. |
| 2. Louvri | ... radio a byen. |
| 3. Depoze plim nou... | ... liv nou pou fè egzèsis B. |
| 4. Ale... | ...tablo a. |
| 5. Ekri fraz yo... | ...nan kaye nou. |
| 6. Fèmen... | ... sou tablo a. |
| 7. Pran... | ...pòt la. |
| 8. Fè egzèsis C... | ... sou biwo a. |
| 9. Efase... | ...kreyon nou |

C. Konplete lojikman. How many logical ways can you complete the following commands.

Example: Fèmen.... → **possible answers:** - Fèmen liv nou. ; Fèmen kaye nou.
- Fèmen pòt la.

- | | |
|---------------|---------------|
| 1. Fèmen.... | 5. Ekri.... |
| 2. Depoze.... | 6. Aprann.... |
| 3. Ale.... | 7. Prepare... |
| 4. Fè... | 8. Etidye... |

D. Ann pale. Turn to your classmate and give her/him instructions using to the following words, as in the example.

Example: Kaye → **possible answers:** - Louvri kaye ou.
- Ekri nan kaye ou.

- | | |
|-----------|------------|
| 1. Kaye | 6. Òdinatè |
| 2. Plim | 7. Règ |
| 3. Chifon | 8. Fenèt |
| 4. Chèz | 9. Tablo |
| 5. Radyo | 10. Liv |

II. Expressing Possession

✦ Possession is indicated by placing the possessor after the item possessed as in the following examples:

- | | |
|-----------------------------|--|
| - Se chèz Wozlò. | <i>It's Wozlò's chair.</i> |
| - Se chèz li. | <i>It's her chair.</i> |
| - Se liv Anayiz ak Adriyen. | <i>It's Anayiz and Adriyen's book.</i> |
| - Se liv yo | <i>It's their book.</i> |

- ✚ When ***mwen, ou, li nou, yo*** follow a noun, they function as possessive adjectives. Like the pronouns, the possessive adjectives have short forms which are: ***m, w, l, n, y***. Except for ***y***, the short forms only appear after words ending with vowel sounds. Unlike English the possessive adjective in Kreyòl follows the noun it modifies.

| | |
|-----------------------|--------------------------------------|
| 1. Se kaye <u>m</u> . | <i>This is <u>my</u> notebook.</i> |
| 2. Se plim mwen. | <i>This is my pen.</i> |
| 3. Se chifon w | <i>This is your eraser.</i> |
| 4. Se pòt ou. | <i>This is your door.</i> |
| 5. Se òdinatè l. | <i>This is his/her/its computer.</i> |
| 6. Se chèz li | <i>This is his/her/its chair.</i> |
| 7. Se radyo n. | <i>This is our/your radio.</i> |
| 8. Se liv nou. | <i>This is our/your book.</i> |
| 9. Se tablo yo. | <i>This is their board.</i> |
| 10. Se règ yo. | <i>This is their ruler.</i> |

- ✚ Simply add ***yo*** after the possessive adjectives to make them plural. However, do not add another ***yo*** after ***yo***. Check the following examples:

| Singular | English | Plural | English |
|-----------------|------------------------------|-----------------------|-------------------------------|
| kaye <u>m</u> . | <i><u>my</u> notebook.</i> | kaye <u>mwen yo</u> . | <i><u>my</u> notebooks.</i> |
| plim mwen. | <i>my pen.</i> | plim mwen yo. | <i>my pens.</i> |
| chifon w. | <i>your eraser.</i> | chifon w yo. | <i>your erasers.</i> |
| pòt ou. | <i>your door.</i> | pòt ou yo. | <i>your doors.</i> |
| òdinatè l. | <i>his/her/its computer.</i> | òdinatè l yo. | <i>his/her/its computers.</i> |
| chèz li | <i>his/her/its chair.</i> | chèz li yo | <i>his/her/its chairs.</i> |
| radyo n. | <i>our/your radio.</i> | radyo n yo. | <i>our/your radios.</i> |
| liv nou. | <i>our/your book.</i> | liv nou yo. | <i>our/your books.</i> |
| tablo yo. | <i>their board.</i> | tablo yo. | <i>their boards.</i> |
| règ yo. | <i>their ruler.</i> | règ yo. | <i>their rulers.</i> |

ANNOU PRATIKE

A. Short forms. Change the long form of the possessive adjective to its contracted form in the following sentences when possible. Follow the example below.

Example: - Se tablo li. → **Answer:** Se tablo l.
 Se liv nou. → **Answer:** Se liv nou. (*change is not possible*)

1. Se plim mwen.
2. Se chifon ou
3. Se tablo yo.
4. Se òdinatè li.
5. Se radyo nou.
6. Se kaye mwen.
7. Se pòt ou.
8. Se chèz li
9. Se règ yo.
10. Se liv nou.

B. Plural forms. Change the singular form of the possessive adjective to its plural form in the following sentences to indicate that more than one thing is owned.

- | | |
|-------------------|------------------|
| 1. Se plim mwen. | 6. Se kaye mwen. |
| 2. Se chifon ou | 7. Se pòt ou. |
| 3. Se tablo yo. | 8. Se chèz li |
| 4. Se òdinatè li. | 9. Se règ yo. |
| 5. Se radyo nou. | 10. Se liv nou. |

C. Se zafè l. Who has the following things? Replace underlined words as in the examples.

Example: - Se kaye Adriyen. → **Answer:** Se Kaye l.
 - Se règ elèv la. → **Answer:** Se règ li.

- | | |
|------------------------------------|------------------------------------|
| 1. Se plim <u>Mimoz</u> . | 6. Se kay <u>madmwazèl la</u> . |
| 2. Se chifon <u>ti gason an</u> . | 7. Se òdinatè <u>Lisi ak Pòl</u> . |
| 3. Se tablo <u>andre ak Chal</u> . | 8. Se chèz <u>elèv yo</u> . |
| 4. Se klas <u>ti fi a</u> . | 9. Se règ <u>lak ak Aleksy</u> . |
| 5. Se radyo <u>Wozmèn</u> . | 10. Se liv <u>pwofesè a</u> . |

D. Se pou... /This is for. Use the following pairs of words to indicate possession. Follow the example below.

Example: - Adriyen/kaye → **Answer:** Se Kaye l.

1. Plim/Mimoz.
2. Chifon/ti gason an.
3. Andre ak Chal/tablo.
4. Klas/ti fi a.
5. Elèv yo/chèz.
6. Règ/ Jak ak Aleksi

III. The nasal vowels and the semi-vowels

- ✚ Kreyòl has three nasal vowels (**an, en, on**) and three semi-vowels (**ui, w, y**). Note that the nasal vowels always function as single vowel sounds although they are composed of two letters. The word **pen** (bread) has three letters, two different sounds or phonemes but only one syllable. The last two letters (**e** and **n**) in the word **pen** are always pronounced as one nasal vowel sound. It's the same for the two other nasal vowels (**an** and **on**).

ANNOU PRATIKE



A. CD 1- 19 – Listen and repeat words with nasal vowels and semi-vowel sounds.

| | | |
|----------------------|----------------------|----------------------|
| AN, an <i>manman</i> | EN, en <i>tenten</i> | ON, on <i>tonton</i> |
| UI, ui <i>luil</i> | W, w <i>won</i> | Y, y <i>pye</i> |



B. CD 1- 20 – Write down the vowel and semi-vowel sounds that are missing in the following words.

Example: B__ en → **Answer:** Byen

- | | |
|-------------------|-----------------|
| 1. Mw_____ | 6. Bons_____ a |
| 2. Kij_____ | 7. l_____ l |
| 3. B_____swa | 8. M_____ mzèl |
| 4. Madm_____ azèl | 9. Ti gas_____ |
| 5. Koum_____ | 10. B_____ jou. |



CD 1- 21 – Yon ti dikte. Listen to the following Kreyòl sentences and write down the missing nasal vowel or semi-vowel segments as in the example.

Example: *You hear* → Mad___ Andre b___ en.
You write → Madan Andre byen.

1. B___ jou madm ___azèl.
2. T___ t___ an ap pale t___ t___.
3. Ti Djo achte ___t boutè___ l___ l.
4. G___ anpil m ___t nan magaz___ an.
5. Lankans ___èl la bèl n___ s___ èl la.

IV. Annou ekri

✚ Writing in a foreign language

The ability to write is not natural. Writing skills must be learned and practiced. The first step to becoming a proficient writer is to be a good reader. Reading provides writers knowledge of the written code, the grammar, vocabulary, and discourse style writers use (Krashen, S. and Lee, 2004). Here are some tips to help you write more effectively in Kreyòl:

- ✓ Transfer your writing abilities from English to Kreyòl.
- ✓ Make an outline of your ideas before you start writing.
- ✓ Use the grammar and vocabulary that you know.
- ✓ Try to think directly in Kreyòl.
- ✓ Avoid writing in English and translating into Kreyòl afterwards.
- ✓ Avoid copying what is in your textbook.

✚ In the following activity, you will use what you have learned to write a list of useful information in Kreyòl.

- A. Anvan ou ekri.** Think about directory listings with contact information for faculty, staff and students that you usually find on most college websites. Are they useful? How are they organized? How about the student handbooks available in most academic units in your college?

B. Ann ekri. Imagine that several Haitian students will be studying in your college for a year. You have been asked to create a list of people and places that might be of interest to them. Your list must include:

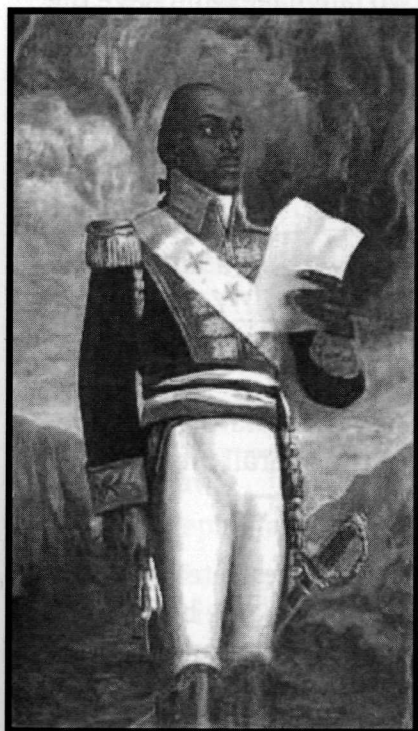
- ✓ Your name, address, phone numbers and email address
- ✓ The name of three or four other students in your Kreyòl class, their addresses, phone numbers, and email addresses
- ✓ Your Kreyòl instructor's name, office and phone numbers, and email addresses
- ✓ Your school library's phone number
- ✓ The names, addresses, and phone numbers of three places near your school where students like to go (bookstore, coffee shop, restaurant, basket-ball court etc...)

C. Lè ou fin ekri. Re-read your list. Is there something else you want to add? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections before share your list with your classmates.

Dosye istorik

Toussaint Louverture

The Black Haitian slave who defeated Napoleon Bonaparte



Toussaint Louverture

François-Dominique Toussaint Louverture, also known as Toussaint L'Ouverture or Toussaint Breda, was the first black leader to abolish slavery in the new world. He defeated the Spanish, British and French colonial armies of the late 18th and early 19th century. Born into slavery in 1743 on the plantation of the Count de Breda, Toussaint, along with Jean Jacques Dessalines, Henri Christophe and Alexandre Petion, is considered to be one of the founding fathers of the Republic of Haiti. Toussaint must have been in his thirties when he gained his freedom. Shortly thereafter, he joined the militia of rebel slaves. By 1801, he was governing the whole island of Saint-Domingue and he proclaimed himself governor and commander-in-chief of the colony. In the same year, he submitted a newly written constitution to Napoleon Bonaparte (1769-1821) stating that slavery and servitude had been abolished in the colony. In response, Bonaparte sent 82,000 of his battle proven troops commanded by Leclerc, his own brother-in-law, to overthrow Toussaint. Leclerc treacherously arrested him during a meeting in June 1802. Toussaint was exiled to France and died of cold and hunger in the fortress of Joux in the Jura mountains in April 1803.

❖ Annou aprann li

✚ Reading in a foreign language

After learning the basic vocabulary and grammar of Kreyòl, it is important to consistently practice all four skills: speaking, listening, writing, and reading in order to progress. Here are some tips when reading Kreyòl:

➤ *Don't get caught up on individual words*

While learning to read in a foreign language will require more time, stopping at each unknown word when reading will only hinder your comprehension, leading to frustration. Don't consider each single word or try to translate the entire text. Instead, read for overall meaning and understanding.

➤ **Use cognates, familiar words and context clues**

When reading in a foreign language, it's important to use context clues, root words, and cognates. Cognates are words that look the same or similar in two languages and have the same meaning. Here are ten words. Translation is provided for the first five on the left. What do the last five words on the right mean?

| | | | | | |
|-----------|---|-----------|------------|---|-----|
| demokrasi | → | democracy | prezidan | → | ??? |
| tcheke | → | to check | televizyon | → | ??? |
| rilaks | → | relax | radio | → | ??? |
| oblige | → | obliged | zonbi | → | ??? |
| respè | → | respect | otopsi | → | ??? |

- ✚ You will read a short history text about one of the founding fathers of Haiti. Apply the techniques and use the strategies you've just learned to grasp the overall meaning of the text.

A. Anvan ou li. Answer the following questions before you read the Kreyòl text. What do you know about Toussaint Louverture? Have you already heard his name before you took this class? If not, why? What does Toussaint Louverture represent for Haitians and all black people around the world?

Tousen Louvèti

Tousen Louvèti se youn nan **nèg vanyan** ki te **goumen** pou **lendepandans peyi** Dayiti. Li te **fèt** Breda, **nan zòn** Wodikap. Papa l ak manman l te esklav. Lè Tousen te piti, li te mèt anpil; Li te fè espò pou l te kab devlope kò l. Tousen te vin gwo gason, li te vin kab **monte** epi **donte** nenpòt chwal. Parenn Tousen, ki te rele Pyè Batis, te aprann misye li ak ekri. Li te montre l **trete** maladi **zannimo** ak **renmèd** fèy.

Tousen te aprann fè lagè tou. Li te vin ap kòmande yon gwo **lame** twa mil nèg. Lè sa a, Tousen vin tounen yon moun enpòtan nan koloni Sendomeng. Tout esklav yo te renmen Tousen, yo te respekte li. Tousen te toujou **swete jwenn** libète pou tout **esklav** yo. Men li pa t gen tan fè sa paske blan Franse te **arete** l epi mete l nan prizon kote li te **mouri**.

Frenand Léger, January 2010

B. Pandan w ap li. Find the English equivalents of the following Kreyòl words which are in bold in the text. Match the columns. The first answer is given as an example. Write the appropriate letter in each space to indicate your answer. *This activity is designed to help you understand the text.*

1. Fèt **d** _____
2. donte _____
3. lame _____
4. zannimo _____
5. monte _____
6. nan zòn _____
7. goumen _____
8. swete _____
9. trete _____
10. peyi _____
11. jwenn _____
12. esklav _____
13. lendepandans _____
14. arete _____
15. mouri _____
16. nèg vanyan _____

- a) army
- b) animal
- c) in the area
- d) born**
- e) to tame
- f) ride
- g) independence
- h) to find
- i) died
- j) to wish
- k) country
- l) to fight
- m) vaillant men
- n) to treat
- o) slave
- p) arrest, capture

C. Yon ti gramè. What are the two predicates in the following complex sentence? Are they verb or adjective? What are the subjects of the two predicates?

Sentence: *Lè Touden te piti, li te mèt anpil.*

D. Reponn kesyon yo. Answer the following questions in English.

1. According to the text, What was Touden like when he was a child?
2. What happened to Touden right after developing his body? (there are two answers)
3. What did Touden's godfather teach him? Name the three things he taught him.
4. How many soldiers was in the army commanded by Touden?
5. What was Touden's wish for all slaves?
6. According to the text, what happened to Touden finally?

E. Apre ou fin li. Compare and discuss your answer with your classmates.

CHAPIT PREMYE

Selebrasyon an fanmi

In this chapter, you will learn language materials and develop skills to talk about family relationships, celebration of important dates and to describe people.

You will learn how to:

- identify family members
- count from 30 to 69 and to do multiplications and divisions
- express the time and important dates
- talk about holidays, parties and celebrations
- describe appearance and personality
- ask simple Yes or No questions
- ask for information
- express the negative
- identify and pronounce certain nasal sounds

You will use:

- the verb *gen*
- the numbers from 30 to 69
- the verb forms *Se* and *ye*
- the question word: *Èske*
- the negative market **pa** and **wi** and *non* as interjections
- the interrogative adverbs: *kisa, ki moun, kibò, kikote, kilè...*
- certain consonant phonemes
- certain nasal phonemes
- some common verbs.

Leson 1: Fanmi Wozlò Petitòm

Leson 2: Lafanmi ak zanmi

Leson 3: Dat enpòtan nan lavi nou

Leson 4: Pi bonè se granm maten.

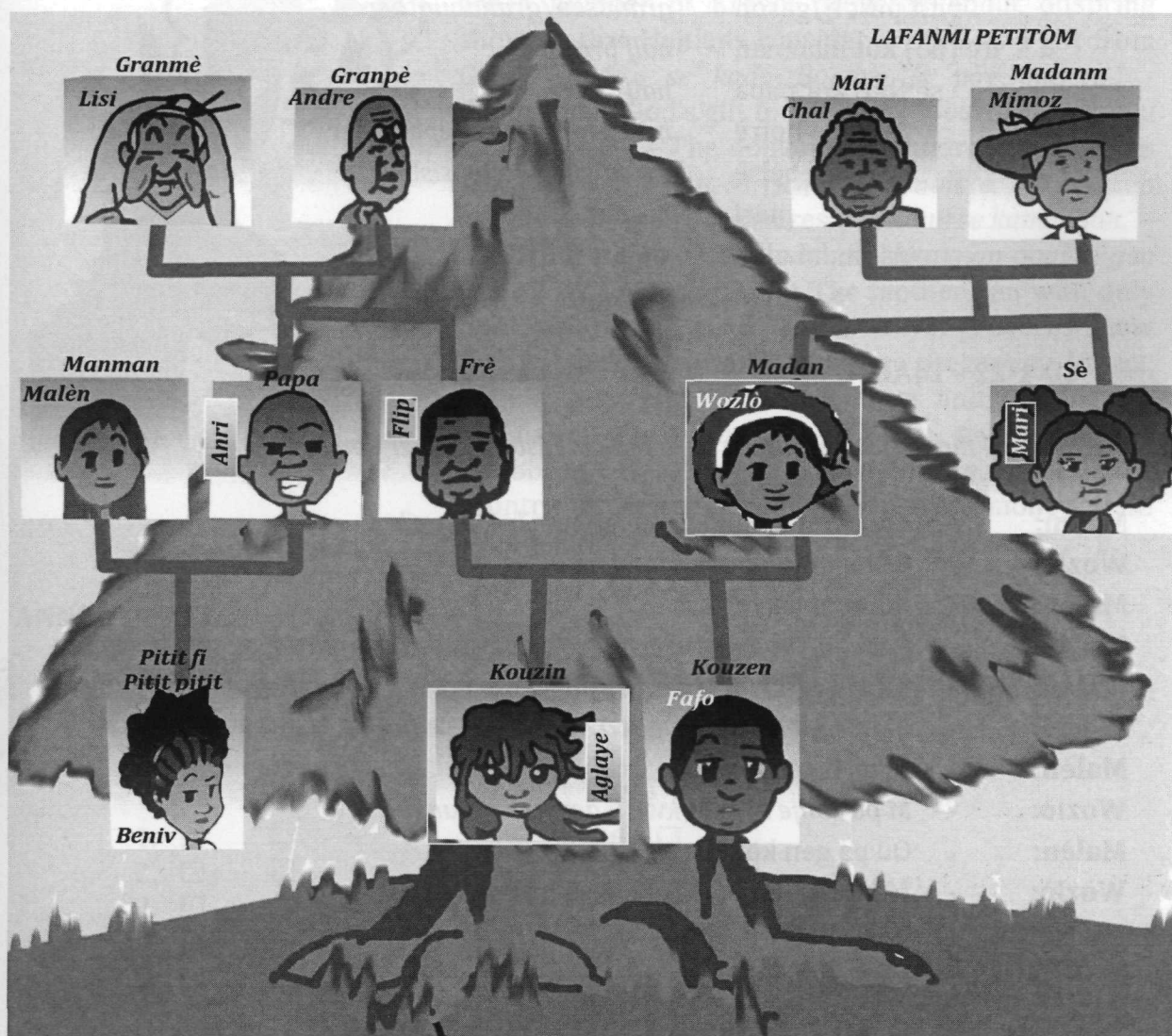
Dosye istorik/sosyokiltirèl: Guy Durosier, the Ambassador of Haitian Music

Leson 1: Fanmi Wozlò Petitòm

- Language aim: *Identifying your family members*
- Vocabulary: *Ekpresyon ak mo pou idantifye moun and chif 30 a 69*
- Grammar and structures: *The verb to have and the negative*
- Pronunciation and spelling: *The consonants*
- Writing and speaking: *A family tree*

I. Kite m prezante n fanmi mwen

Wozlò Petitòm ap prezante tout moun ki gen nan fanmi li.



✦ *Use these expressions to talk about relationships between your family members:*

| | |
|----------------------|-----------------------------|
| marye | married |
| fiyanse | engaged |
| divòse | divorced |
| separe | separated |
| vèf, vèv | widowed |
| pi gran | elder |
| pi piti | younger |
| paran | parents |
| pitit pitit fi/gason | grandson/granddaughter |
| frè (bò) kot manman | half brother |
| sè (bò) kot papa | half sister |
| bofrè | brother-in-law, stepbrother |
| bèlsè | sister-in-law, stepsister |
| mari | husband |
| madanm/madan | wife |
| fanm | woman |



CD 1-22 - DJALÒG

- *Wozlò is talking about her family with Malèn. Listen to their conversation.*

- Malèn:** - Konbyen moun ki genyen nan fanmi ou?
- Wozlò:** - Gen uit moun nan fanmi m.
- Malèn:** - Kimoun yo ye?
- Wozlò:** - Papa m, manman m, yon frè ak de sè, de granparan, ak yon tonton.
- Malèn:** - Kijan tonton w lan rele epi ki kote l rete?
- Wozlò:** - Li rele Aleksy. Se frè papa m. Li rete Pòtoprens.
- Malèn:** - Ki laj li genyen?
- Wozlò:** - M pa sonje non. M kwè li genyen 38 lane.
- Malèn:** - Ou pa gen kouzen ak kouzin.
- Wozlò:** - M kwè m genyen wi. Men, m pa konnen yo.

ANNOUN TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. How many people does Wozlò have in her family?
2. What is the name of Wozlò's uncle?
3. Where does he live?
4. How old is he?
5. Does Wozlò have cousins?



Enfòmasyon kiltirèl: Haitians place great importance on family life and having children. There are a number of Kreyòl proverbs about offspring showing that Haitians consider a child as a gift from God. "*Timoun se kado Bondye fè pòv malere.*" - Children are God's gift to the poor; "*Bourik fè pitit pou do l ka poze.*" - The donkey has children in order to rest his back; "*Pitit se richès pòv malere.*" - Children are the poor man's treasures; "*Timoun se kanè bank.*" - Offspring is money at the bank; "*Manman poul ki gen yon sèl pitit pa gen pitit.*" - The mother hen with only one chick has no chick. These Kreyòl proverbs show that folk beliefs in Haiti encourage pregnancy. In fact, with a very high crude birthrate and the highest population increase rate of any nation in the Caribbean, Haiti is the most densely populated country in the region. If children were money, Haiti would be the richest country in the Caribbean.

ANNOUN PRATIKE



A. CD 1-23 - **Koute byen.** Listen to each statement made by Wozlò Petitòm, and then indicate whether it is **vrè** or **fo**, based on her family tree.

| Vrè | Fo |
|-----------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> |

| Vrè | Fo |
|------------------------------|--------------------------|
| 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 10. <input type="checkbox"/> | <input type="checkbox"/> |

B. Medam yo. Give the equivalent used for female family members.

Example: - papa → **Answer:** manman

- | | |
|-----------|-----------------|
| 1. Bofrè | 6. pitit gason |
| 2. frè | 7. neve |
| 3. mari | 8. kouzen |
| 4. tonton | 9. vèf |
| 5. granpè | 10. pitit pitit |

C. Jeneyaloji. Wozlò is introducing her family. Complete her statements with the most appropriate word. Follow the example.

Example: - Frè papa m. → **Answer:** Se tonton m.

- | | |
|--------------------------|---|
| 1. Manman kouzin mwen. | 6. Sè papa m. |
| 2. Pitit fi papa m. | 7. Frè manman m. |
| 3. Pitit gason manman m. | 8. Mari manman m ki pa papa m. |
| 4. Pitit fi frè m. | 9. Madan papa m ki pa manman m. |
| 5. Pitit gason sè m. | 10. Pitit fi papa m ki pa pitit manman m. |

D. E ou menm? Answer the following questions to talk about your own family. Use what you've learned to provide complete sentences in Kreyòl.

1. Konbyen moun ki genyen nan fanmi ou?
2. Kouman papa ou rele?
3. Kijan yo rele manman w?
4. Konbyen pitit papa ou genyen?
5. Konbyen sè ou genyen?
6. Èske ou marye, divòse, fyanse oswa selibatè?
7. Èske gran paran ou yo vivan toujou?
8. Ki laj manman ou genyen?

II. N ap konte soti nan trant rive nan swasantnèf.

- ✚ The same as in English, numbers in Kreyòl follow patterns. First, remember the numbers from 0-29. The patterns they follow will help you learn and remember the numbers from 30-69.

| | | | | | | | |
|----|-----------|----|------------|----|-------------|----|-------------|
| 30 | trant | 40 | karant | 50 | senkant | 60 | swasant |
| 31 | tranteyen | 41 | karanteyen | 51 | senkanteyen | 61 | swasanteyen |
| 32 | trannde | 42 | karannde | 52 | senkannde | 62 | swasannde |
| 33 | tranntwa | 43 | karanntwa | 53 | senkanntwa | 63 | swasanntwa |
| 34 | trannkat | 44 | karannkat | 54 | senkannkat | 64 | swasannkat |
| 35 | trannsenk | 45 | karannsenk | 55 | senkannsenk | 65 | swasannsenk |
| 36 | trannsis | 46 | karannsis | 66 | senkannsis | 66 | swasannsis |
| 37 | trannsèt | 47 | karannsèt | 57 | senkannsèt | 67 | swasannsèt |
| 38 | trantuit | 48 | karantuit | 58 | senkantuit | 68 | swasantuit |
| 39 | trantnèf | 49 | karantnèf | 59 | senkantnèf | 69 | swasantnèf |

- ✚ Use these expressions when doing multiplication and division

$$3 \times 4 = 12$$

Konbyen twa **miltipliye pa** kat fè?

Twa **miltipliye pa** kat egal douz.

$$20 \div 4 = 5$$

Konbyen ven **divize pa** kat fè?

Ven **divize pa** kat egal senk.

ANNOU PRATIKE

- A. **Ann konte lojikman.** Provide the number that completes each series. Then write it out in Kreyòl using letters.

Example: 30, 32, 34, 36 38 → **trantuit.**

1. 31, 33 35 37, _____ →

2. 32, 34 36, 38, _____ →

3. 41, 43 45 47, _____ →

4. 30, 35, 45, 50, _____ →

5. 61, 63, 65, 67, _____ →

B. Konbyen ki genyen? Provide the number you associate with the followings.

Example: Jou nan yon semenn (*days in the week*) **Answer:** → sèt.

1. Mwa nan yon ane (*months in a year*)
2. Semenn nan yon ane (*weeks in a year*)
3. Jou nan yon mwa (*days in a month*)
4. Minit nan yon lè (*minutes in one hour*)
5. Lè nan de jou (*hours in two days*)



CD 1-24 – Annou kalkile. You will hear a series of multiplications and divisions. Write the correct answers using figures.

Example: *You hear* → 12×4 fè konbyen? OR $50 \div 2$ fè konbyen?

You write → 48 OR 25

- a) _____
- b) _____
- c) _____
- d) _____

- e) _____
- f) _____
- g) _____
- h) _____

C. Nan fanmi ou. Respond to the following questions about your family using complete sentences.

Example: Konbyen frè ou genyen? → **Answer:** M gen senk frè.

1. Konbyen gason ki gen nan fanmi ou?
2. Konbyen fi ki gen nan fanmi ou?
3. Konbyen pitit papa ou genyen?
4. Ki laj pi gran pitit papa ou genyen?
5. Konbyen sè ou genyen?

III. The verb to have and the negative

- ✦ **The verb form “Genyen”** - In Kreyòl, the verb **to have** is **genyen**, often shortened to **gen**. It is used to express possession. Unlike English and French, in Kreyòl **genyen** (or **gen**) is not used as an auxiliary to form compound tenses.

Anri genyen mennaj.
Li gen mennaj.

Anri has a girlfriend.
He has a girlfriend.

- ✚ The verb **genyen** or (**gen**) is used to talk about the presence or existence of people or things. It means "there is/are" in sentences like:

- | | |
|--|--|
| 1. Genyen anpil elèv nan klas la. | <i>There are a lot of students in the classroom.</i> |
| 2. Genyen yon sèl pwofesè nan klas la. | <i>There is only one teacher in the classroom.</i> |
| 3. Gen senk kaye sou tab la. | <i>There are five notebooks on the table.</i> |
| 4. Gen yon liv sou biwo a. | <i>There is a book on the desk.</i> |

- ✚ The verb **genyen** or (**gen**) can also be used in interrogative and negative sentences.

- | | |
|-------------------------------------|---|
| 1. Gen anpil elèv nan klas la? | <i>Are there are a lot of students in the classroom?</i> |
| 2. Èske gen anpil elèv nan klas la? | <i>Are there are a lot of students in the classroom?</i> |
| 3. Wi, gen anpil elèv nan klas la. | <i>Yes, there are a lot of students in the classroom?</i> |
| 4. Pa gen anpil elèv nan klas la. | <i>There are not a lot of students in the classroom?</i> |

- ✚ **The negative marker "Pa"** - Making sentences negative in Kreyòl is pretty easy. To make an affirmative or interrogative sentence negative, place **pa** in front of the predicate which can be a verb, adjective or adverb. **pa** translates roughly as **not**.

| Affirmative | Negative | | |
|-------------|---------------------|------------------------|----------------------------|
| M travay. | M <u>pa</u> travay. | <i>I work.</i> | <i>I do not work.</i> |
| Li bèl. | Li <u>pa</u> bèl. | <i>She is pretty.</i> | <i>She is not pretty.</i> |
| Yo la. | Yo <u>pa</u> la. | <i>They are there.</i> | <i>They are not there.</i> |

Note that **pa** + the progressive predicate marker **ap** becomes **p ap**.

| | | | |
|--------------|----------------|----------------------|--------------------------|
| M ap travay. | M p ap travay. | <i>I am working.</i> | <i>I am not working.</i> |
|--------------|----------------|----------------------|--------------------------|

ANNOU PRATIKE

- A. **Sa k genyen?** Describe your classroom. Use the words below to say what is in the classroom.

Example: Anpil elèv → **Answer:** *Gen anpil elèv nan klas la.*

- | | |
|--------------------|--------------------|
| 1. anpil elèv | 7. yon tablo |
| 2. douz fi | 8. vennsenk chèz |
| 3. trèz gason | 9. yon chifon |
| 4. yon sèl pwofesè | 10. plim ak kaye |
| 5. kat fenèt | 11. yon televizyon |
| 6. yon pòt | 12. yon biwo. |

B. Klas kreyòl la. Are these objects in your Kreyòl classroom?

Examples: Yon òdinatè

Wi, gen yon òdinatè nan klas kreyòl la. OR

Non, pa gen òdinatè nan klas kreyòl la.

- | | |
|-------------------|-------------------|
| 1. anpil chèz | 6. yon tablo |
| 2. yon pwofesè | 7. vennsenk tablo |
| 3. anpil gason | 8. kat pòt |
| 4. uit televizyon | 9. plim ak kaye |
| 5. yon sèl fenèt | 10. yon biwo. |

C. Klas kreyòl la. In groups of three, make a list of ten things or people that you see or do not see in the classroom. Use **genyen** (or **gen**), and specify the number of items. Then compare your list with that of another groups.

Examples: *Gen anpil elèv fi nan klas kreyòl la.*

Pa gen òdinatè nan klas kreyòl la.

D. Yon fanmi ideyal. Survey your classmates. Ask them to describe their ideal family. Note their answers on a sheet of paper. Then, in pairs compare your results.

Examples:

- **Student 1:** Konbyen moun ki ta dwe gen yon fanmi ideyal dapre ou?
- **Student 2:** Dapre mwen, yon fanmi ideyal gen kat moun : manman, papa ak de pitit, yon fi ak yon gason.

IV. The consonants

- ✚ Kreyòl has seventeen consonants (**b, ch, d, f, g, j, k, l, m, n, ng, p, r, s, t, v, z**). Some of them like (**b, d, f, l, ng, p, v**) are pronounced the same way as in English. Some others consonants have distinctive phonetic behaviors.

Some distinct consonants:

1. **Chita: CH** - the letter **c** and **h** do not appear in Kreyòl by themselves. They always appear together and are pronounced as one consonant sound like in **chante, chapo, cheri, chato** etc.
2. **Gason: G** - is not pronounced like in the English words **gentle** or **generous**. In Kreyòl, it is always pronounced like the **G** in **garden, game, guitar**.
3. **Janti: J** - is not pronounced like in the English words **job**, or **July**. It is always pronounced like the **G** as in **genre** or **beige**.

4. **Kouman: K-** is never silent like in English words such as *know* or *knee*. In Kreyòl, it is always pronounced like in *king* or like the hard **C** in *car* or *candy*. Note that **K** is the only letter used for the hard **C** in Kreyòl.
5. **Manmi: M-** is never substitutes for **N** in sounds like **an, en, on** as it does in English words like *ample, embassy, or womb*.
6. **Nouvèl: N-** is usually pronounced the same way as in English except when it is found after the oral vowels **a, e, o**. When **N** is found after these three vowels, it combines with them to form the nasal vowels **an, en, on** which are pronounced as one single sound each like in *manman, tenten or tonton*.
7. **Rat R-** does not occur in Kreyòl at the end of any syllable like in the English word *car*. It also does not appear before the rounded vowels **o, ò, on, ou**. The semi-vowel **W** is used instead as in *wo, wòch, won, wouj*. Note that the Kreyòl **R** sound comes from the back of the mouth while the English **R** is fronted. The word *rat*, for example, means the exact same thing in both Kreyòl and English but it sounds differently in the two languages just because of the pronunciation of the **R**.
8. **Salye: S-** is never used for **Z** as in English words like *music* or *museum* and it's never paired like in *essential* or *bless*.
9. **Travay: T-** is never used for **S** or **SH** as in the French word *mention* or the English word *station* and it's never paired like in *battle* or *little*.
10. **Zòrye: Z-** is never written with **(s)** as in English words like *nose* and *knows*. It's never paired like in *pizza* or *mozzarella*.

ANNOU PRATIKE



A. CD 1-25 – Fill the blanks with the missing consonant sounds as in the example.

Example: Bon____ou → **Answer:** Bonjou

- | | |
|-----------------|----------------|
| 1. Nou____èl | 8. Bon____wa |
| 2. ____ijan | 9. Re____e |
| 3. Mada____ | 10. Man____zèl |
| 4. ____i dam | 11. ____iri |
| 5. Manm____èl | 12. Ra____a |
| 6. Kou____an | 13. vi____an |
| 7. Ma____mwazèl | 14. ____anm |



B. CD 1-26 – Yon ti dikte. Listen carefully and write down the missing consonant segments.

Example: *You hear* → Mari ____an la____i a.
You write → Mari nan laji a.

- | | |
|------------------------------------|--|
| 1. Fifi ap kou____i vi ____. | 7. Ou be ____wen twa wò____dife. |
| 2. Joujou lè____kou ____oukou. | 8. Fanm nan ren____en man____e. |
| 3. Ti ____ason an wòklò an ____il. | 9. Jak kon____jwe cha____byen. |
| 4. Tonton an a____pal____ka____a. | 10. Mari ap ____cheke tou____moun. |
| 5. Machi____nan tonbe an pà____ | 11. Ànmari pral ____anje ____èk la. |
| 6. Ana ____oti nan ____ache. | 12. Ti fi a pa ____èl, li gra kou yon bè____ |

V. Annou ekri epi pale

- ✦ In the following activity, you will use what you have learned to prepare a family tree. You need to find a partner. Ask her/him for information about her/his family. She/he has to do the same. Be ready to present the information about your partner's family to the class.

A. Anvan ou ekri. Refer back to the family tree in your textbook. How is it organized? What information can you find in it?

- B. Ann ekri.** After collecting the information needed, create your family tree. Your family tree you write must include the following elements:
- ✓ A descriptive title,
 - ✓ A format that clearly shows relationships between family members,
 - ✓ The names of the family members,
- C. Lè ou fin ekri.** Switch family trees with your partner for proofreading and correction. Is there something else you want to add? Check for possible spelling and grammar mistakes. Make the necessary corrections before you share it with the class.
- D. Prezantasyon.** Use the family tree you've created as a guide to give a brief presentation of your partner's family to the class.

Use these expressions to describe people's physical appearance, skin color, and hair texture.

very curly green
long, wavy brown
short, dark brown

light brown
dark brown
long, straight black hair

long, straight brown hair
short, wavy brown hair
long, wavy brown hair

long, straight black hair
short, wavy black hair
long, wavy black hair

light skin
dark skin
light skin
dark skin
light skin
dark skin

light-skinned person
white, anyone with white features, foreigner
black person
light-skinned person with black facial features
light-skinned person with black facial features
light-skinned person with white facial features
light-skinned person with white facial features



Leson 2: Lafanmi ak zanmi

- Language aim: **Describing people**
- Vocabulary: **Ekpresyon ak mo pou dekri moun**
- Grammar and structures: **The descriptive adjectives and the copulae se and ye**
- Pronunciation and spelling: **The nasal consonants**
- Writing: **Description of your best friend**

I. Fanmi Wozlò ak kèk zanmi I

Wozlò gen anpil zanmi ak fanmi. L ap prezante kèk ladan yo.



Se Malou. Se yon negrès. Li pa lèd. Li gen tèt grenn.



Se Mara. Se yon grimèl. Li gen cheve long ak po klè.



Li rele Beniv. Li se bèlsè Mara. Li gen po nwa. Li mens.



Se Aglaye. Li gen cheve long. Li wo epi grasouyèt.



Se manmi Lisi. Li lèd. Se yon granmoun fi. Li rich.



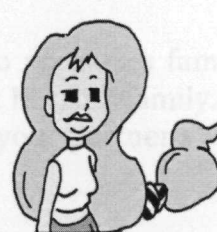
Sa se papi Andre. Se yon granmoun gason. Li mèg.



Se Adriyen. Se yon ti gason. Li jenn. Li piti.



Li rele Mari. Li wo anpil. Se yon basketèz li ye.



Se Choukoun. Se yon marabou li ye. Li mens. Li gen cheve long.

✚ **Use these pairs of adjectives to describe people's appearance and personality:**

| | |
|--------------|---|
| bèl/lèd | <i>beautiful, pretty, handsome/ugly</i> |
| bon/move | <i>good/bad</i> |
| gwo/piti, ti | <i>big/small</i> |
| janti/mechan | <i>nice/mean</i> |
| kosto/fèb | <i>strong/weak</i> |
| kout/long | <i>short/long</i> |
| mèg/gra | <i>skinny, slim/fat</i> |
| rich/pòv | <i>rich/poor</i> |
| vye/jenn | <i>old/young</i> |
| wo/kout | <i>tall/short</i> |

✚ **Use these expressions to describe people's physical appearance, skin tones and textures:**

| | |
|----------------------|--|
| tèt, cheve grenn | <i>kinky hair</i> |
| tèt, cheve siwo, swa | <i>silky, smooth hair</i> |
| tèt, cheve kwòt | <i>kinky and very short hair</i> |
| cheve long/kout | <i>long hair/short hair</i> |
| po blan, nwa, wouj | <i>white, black, red skin</i> |
| po klè, moun wouj | <i>light-skinned person</i> |
| blan | <i>white, anyone with white features, foreigner</i> |
| moun nwa | <i>black person</i> |
| grimo | <i>light-skinned man with black facial features</i> |
| grimèl | <i>light-skinned woman with black facial features</i> |
| milat | <i>light-skinned man with white facial features</i> |
| milatrès | <i>light-skinned woman with white facial features</i> |
| marabou | <i>dark-skinned black woman with white facial features</i> |

CD 1- 27 - DJALÒG



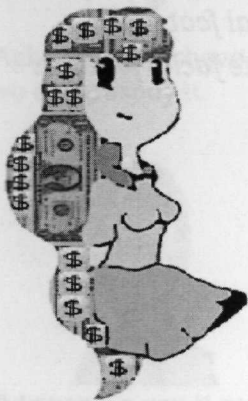
- *Malèn is organizing a beauty pageant. She is looking for beautiful young ladies to participate. She asks Wozlò who describes the physical appearance of two friends.*

- Malèn:** - Èske w gen anpil zanmi fi?
Wozlò: - Men wi. M gen anpil zanmi fi.
Malèn: - Enben! Pale m de yo non.
Wozlò: - Oke. De pi bon zanmi m yo se Malou ak Mara.
Malèn: - Kijan yo ye? Èske yo bèl?
Wozlò: - Wi, yo bèl. Malou gen cheve kout men se yon bèl negrès.
Malèn: - Kòman kò Malou ye?
Wozlò: - Malou pa gra. Li mens epi li gen bèl demach.
Malèn: - E Mara li menm, kijan li ye?
Wozlò: - Mara, se yon grimèl li ye. Li gen cheve long.

⬇ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. Does Wozlò have a lot of female friends?
2. Are Wozlò's friends attractive?
3. What is Malou's skin color?
4. What is Malou's hair like?
5. What is Mara's skin color?
6. What is Mara's hair like?



Enfòmasyon kiltirèl: *Bèl cheve pa lajan.* This Haitian proverb means "Beautiful hair is not money". In Haiti, like in most former black colonies in the world, many suffer from racial inferiority/superiority complexes inherited from slavery. There still exist many preconceived ideas about white, light-skinned and black people. Since the Haitian population includes a mixture of races, the Kreyòl language has many expressions referring to physical characteristics such as skin color and tone, hair type and texture and facial features.

ANNOU PRATIKE

A. Kijan yo ye? Match Wozlò's friends and family members with their characteristics. Number one is provided as an example.

- | | |
|-----------------------|-------------------------------------|
| 1. Malou se... | a. Grimèl cheve long la. |
| 2. Mara se... | b. Marabou cheve swa a. |
| 3. Beniv se... | c. Basketèz ki wo anpil la. |
| 4. Aglaye se... | d. Jenn ti gason piti a. |
| 5. Manmi Lisi se... | e. Granmoun gason, mèg la. |
| 6. Papi Andre se... | f. Fi lèd ki rich la. |
| 7. Adriyen se... | g. Fi wo, grasouyèt la. |
| 8. Mari se... | h. Fi mens, nwa ki pa gra a. |
| 9. Choukoun se... | i. Bèl negrès cheve kout la. |



B. CD 1- 28 – Koute byen. Listen to Wozlò describing her friends and family members. Indicate whether the statement about each of them is **vrè** or **fo**.

Example: - Malou se yon grimèl li ye. → **Answer:** *fo*

- | Vrè | Fo | Vrè | Fo |
|-----------------------------|--------------------------|------------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> | 10. <input type="checkbox"/> | <input type="checkbox"/> |

C. Okontrè. Your classmate is asking questions about Wozlò's friends and family members but she/he always asks the wrong question. Answer her/him with the opposite adjectives.

Example: - Aglaye mens? → **Answer:** *Non, li gra.*

1. Malou lèd?
2. Manmi Lisi bèl?
3. Mara gen cheve long?
4. Beniv blan?
5. Manmi Lisi pòv?
6. Papi Andre se yon move moun?
7. Adriyen gwo?
8. Mari kout anpil.

II. The descriptive adjectives

- ✦ Like English, Kreyòl uses adjectives to describe people and things. Adjectives function as predicate or attribute. Consider the following examples in which the predicate adjectives are underlined with one line and the attributive adjectives with two lines.

- | | |
|----------------------------------|--------------------------------------|
| 1. Wozlò <u>bèl</u> . | - Wozlò is <u>beautiful</u> . |
| 2. Li nwa. | - She is <u>black</u> . |
| 3. Wozlò se yon <u>bèl</u> fanm. | - Wozlò is a <u>beautiful</u> woman. |
| 4. Se se yon fanm <u>nwa</u> . | - She is a <u>black</u> woman. |

- ✦ **Predicate adjectives** - In English, an adjective separated from the noun or pronoun it modifies by a linking verb, is often referred to as a predicate adjective. Unlike English, no linking verb is required in Kreyòl when adjectives function as predicates. They simply follow the subject directly.

- | | |
|----------------------------|-----------------------------|
| 1. Lisi Ø <u>lèd</u> . | - Lisi is <u>ugly</u> . |
| 2. Li Ø <u>rich</u> . | - She is <u>rich</u> . |
| 3. Fanm nan Ø <u>gra</u> . | - The woman is <u>fat</u> . |

- ✦ **Attributive adjectives** - In English, adjectives which precede directly the noun they modify are usually referred to as attributive adjectives. In Creole, unlike in English, most attributive adjectives follow the nouns they describe.

- | | |
|---------------------------------------|---|
| 1. Madanm nan gen cheve <u>kout</u> . | - The woman has <u>short</u> hair. |
| 2. Fanm <u>lèd</u> la rich. | - The <u>ugly</u> woman is rich. |
| 3. Fi <u>nwa</u> sa a bèl anpil. | - This <u>black</u> woman is very pretty. |

- ✚ Only a few attributive adjectives go before the noun in Kreyòl. They include the most commonly used adjectives.

1. **Bèl** – Mara se yon bèl fi.
2. **Bon** – Andre se yon bon moun.
3. **Gran** – Mari se yon gran fi.
4. **Gwo** – Aglaye se yon gwo fanm.
5. **Lòt** – lòt moun nan malad.
6. **Menm** – Se menm plim nan.
7. **Move** – Yo se move zanmi.
8. **Nouvo** – Se yon nouvo òdinatè.
9. **Sèl** – Wozlò se sèl zanmi m.
10. **Ti** – Adriyen se yon ti gason.
11. **Vye** – Li se yon vye moun.
12. **Vye** – Lisi se yon vye granmoun.

Beautiful – Mara is a beautiful girl.

Good – Andre is a good person.

Tall – Mari is a tall girl.

Big – Aglaye is a big woman.

Other – The other person is sick.

Same – It's the same pen.

Bad – They are bad friends.

New – It's a new computer.

Only – Wozlò is my only friend.

Little – Adriyen is a little boy.

Bad – She is a bad person.

Old – Lisi is an old person.

- ✚ Note that like English, adjectives are invariable in Kreyòl. Unlike in French, adjectives are never inflected in Kreyòl whether they function as attribute or predicate.

ANNOU PRATIKE

- A. Adjektif predika oswa atribi.** Indicate whether the adjectives in the following sentences function as predicate or attribute. Underline the predicate adjectives with one line and the attributive adjectives with two lines.

Example: - Aglaye mens. Li se yon bèl fanm.

1. Malou pa yon move moun. Li janti.
2. Manmi Lisi pa bèl. Li se yon fanm lèd.
3. Mara gen cheve long. Li se yon jenn grimèl.
4. Beniv nwa. Li mens anpil.
5. Manmi Lisi pa pòv. Li rich.
6. Papi Andre se pa yon move moun.
7. Adriyen pa gwo. Li se yon ti gason.
8. Mari kout anpil. Li pa wo.

B. Okontrè. Complete each sentence with the opposite adjective.**Example:** - Aglaye pa mens, li gra.

1. Malou pa lèd, li _____
2. Manmi Lisi pa pòv, li _____
3. Mara pa gra, _____
4. Beniv pa blan, li _____
5. Adriyen pa gwo, li _____
6. Mari pa kout, li _____

C. Kijan yo ye? Answer the following questions using the adjectives in parenthesis. Make sure you place the adjectives correctly, before or after the noun.**Example:** Kijan òdinatè a ye? (solid) → **Answer:** *Se yon òdinatè solid.*

1. Kijan fanm nan ye? (gran)
2. Kijan liv la ye? (bèl)
3. Kijan televizyon an ye? (piti)
4. Kijan madanm nan ye? (gwo)
5. Kijan timoun nan ye? (mèg)
6. Kijan mesye a ye? (rich)

D. E ou menm? Write ten sentences to describe yourself. Write five sentences to say what you are like and five to say what you are not like. Then read your sentences to the class.**Example:** - *Mwen se yon negrès. Mwen pa blan.***What you are like**

1. _____
2. _____
3. _____
4. _____
5. _____

What you are not like

6. _____
7. _____
8. _____
9. _____
10. _____

III. The copulae *se* and *ye*

- ✚ A copula, also called a linking verb, is a word used to link the subject of a sentence with a predicate which can be an adjective, a complement of place or an adverb. In contrast to English that uses **to be**, no linking verb is required in Kreyòl when the predicate is an adjective, a complement of place or an adverb.

- | | |
|-------------------|------------------------------|
| 1. Wozlò Ø bèl. | - <i>Wozlò is beautiful.</i> |
| 2. Li Ø nwa. | - <i>She is black.</i> |
| 3. Wozlò Ø lavil. | - <i>Wozlò is downtown.</i> |
| 4. Wozlò byen. | - <i>Wozlò is fine.</i> |

- ✚ However, Kreyòl uses the linking verb **se** in a few exceptional cases:

- ✓ When the predicate is an adjective of nationality.

- | | |
|----------------------|-----------------------------|
| 1. Wozlò se ayisyèn. | - <i>Wozlò is Haitian.</i> |
| 2. Yo se bayameyen. | - <i>They are Bahamian.</i> |

- ✓ When the predicate is a noun phrase.

- | | |
|-----------------------|-----------------------------------|
| 1. Wozlò se etidyan. | - <i>Wozlò is a student.</i> |
| 2. M se pwofesè. | - <i>I am a teacher.</i> |
| 3. Malou se yon fanm. | - <i>Malou is a woman.</i> |
| 4. Yo se moun andeyò. | - <i>They are country people.</i> |

- ✓ **Se** also occurs at the beginning of sentences as an introducer to identify and define.

- | | |
|-------------------|----------------------------------|
| 1. Se yon plim. | - <i>It is pen.</i> |
| 2. Se kreyon. | - <i>These are pencils.</i> |
| 3. Se kimoun sa? | - <i>Who is it?</i> |
| 4. Se Lwi. Se li. | - <i>It is Louis. It is him.</i> |

- ✚ Kreyòl also uses another copula form **ye** in sentences in which the copula is left at the end. **Ye** always occurs at the end of sentences while **se** occurs at the beginning or in the middle. **Ye** usually appears in questions:

- | | |
|--------------------|----------------------------|
| 1. Kijan Wozlò ye? | <i>How is Wozlò doing?</i> |
| 2. Kouman ou ye? | <i>How are you?</i> |
| 3. Kisa sa ye? | <i>What is this?</i> |
| 4. Kilè li ye? | <i>What time is it?</i> |
| 5. Ki kote ou ye? | <i>Where are you?</i> |

- ✦ **Ye** is also used in emphatic constructions when the emphasized information is placed at the beginning of the sentence. Note that **ye** is sometimes used along with **se** to strengthen the accent put on the emphasized information. Consider the following examples:

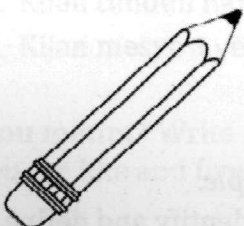
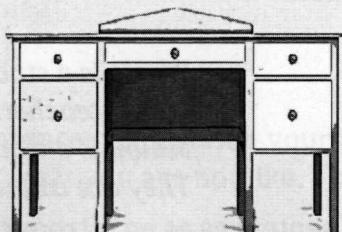
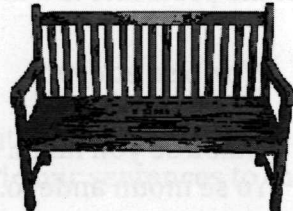
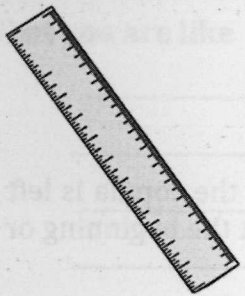

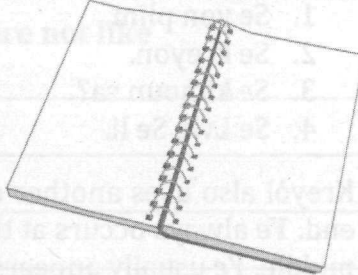
- | | |
|----------------------------------|----------------------------------|
| 1. Wozlò se ayisyèn. | <i>Wozlò is Haitian.</i> |
| 2. Wozlò se ayisyèn li ye. | <i>Wozlò is Haitian.</i> |
| 3. Se ayisyèn Wozlò ye. | <i>Wozlò is Haitian.</i> |
| 4. Kreyon an nan valiz la. | <i>The pencil is in the bag.</i> |
| 5. Se nan valiz la kreyon an ye. | <i>The pencil is in the bag.</i> |

- ✦ Note that there exists no real equivalent in Kreyòl of the linking verb **to be**. While **se** and **ye** frequently occur in kreyòl where **to be** is used in English, these copulae are not literal translations of the English linking verb **to be**.

ANNOU PRATIKE

- A. **Kisa sa ye?** Identify each image in Kreyòl like in the example.

Example: No 1: *Se yon kreyon.*

| | | |
|--|---|--|
|  <p>1 <i>Se yon kreyon.</i></p> |  <p>2</p> |  <p>3</p> |
|  <p>4</p> |  <p>5</p> |  <p>6</p> |

B. Devine ki manm nan fanmi an. Which member of your family is it? Make sure you always use **se** in your answers.

Example: - Sè papa m. → **Answer:** Se matant mwen.

- | | |
|-----------------------|---|
| 1. Manman frè m. | 6. Frè papa m. |
| 2. Pitit gason sè m. | 7. Sè manman m. |
| 3. Pitit fi manman m. | 8. Mari manman m ki pa papa m. |
| 4. Pitit fi frè m. | 9. Madan papa m ki pa manman m. |
| 5. Kouzen sè m. | 10. Pitit fi papa m ki pa pitit manman m. |

C. Se oswa Ø? Some of the following sentences require the linking verb **se** while some others don't. Copy the following sentences and put **se** at the proper place when necessary.

Examples: - Wozlò etidyan. → **Answer:** Wozlò **se** etidyan.
 - Wozlò bèl. → **Answer:** Wozlò **Ø** bèl. (not necessary)

- | | |
|--------------------|---------------------------------------|
| 1. M pwofesè. | 7. Mara pa lèd. |
| 2. Li nwa. | 8. Beniv ak Malou zanmi yo ye. |
| 3. Yo moun andeyò. | 9. Papi Andre pa bayameyen. |
| 4. Malou yon fanm. | 10. Aglaye sè Malou. |
| 5. Yon tablo. | 11. Manzè Lisi ayisyèn. |
| 6. Adriyen byen. | 12. Lisi ak Andre vye granmoun yo ye. |

D. Se and Ye. Follow the example provided to create your own sentences with the words given below.

Example: (moun/ yon/ Andre / bon / se) → **Possible answer:** Andre se yon bon moun.

- | | |
|---------------------------------------|---------------------------------------|
| 1. bèl / se / yon/ fi /Mara | 6. zanmi/ se / yo /nou |
| 2. se / Aglaye / yon / fanm/ gwo | 7. gason/ ti / Adriyen / yon / se |
| 3. se / kaye / nan / a /ye/ valiz /la | 8. vye/granmoun /se/ li /yon |
| 4. pwofesè / li / bon / yon / se | 9. ki/ye/kote /yo |
| 5. tout/ye/moun /kouman | 10. ye/Lisi/pòv /pa/ se /yon/ fanm/li |

E. E ou menm? Answer the following questions to talk about yourself and people in your family. Use an emphatic construction in all your answers like in the example below.

Example: Kisa ou ye: yon fi oswa yon gason? → **Answer:** Se yon gason mwen ye.

1. Ki nasyonalite ou ye: ayisyen oswa bayameyen?
2. Kisa papa ou ye pou manman w: mari l oswa madanm li?
3. Ki nasyonalite manman w: amerikèn oswa ayisyèn?
4. Kisa pitit fi matant ou ye pou ou: kouzin oswa kouzen w?
5. Kisa frè papa w ye pou ou: tonton w oswa matant ou?
6. Kisa ou ye pou manman w: pitit fi oswa pitit gason l?
7. Ki kote ou rete: Bayamas oswa Etazini?
8. Kilè li ye: dizè oswa dezè?

IV. The nasal consonants

- ✚ Three of the 17 Kreyòl consonnants are nasal consonant sounds. They are (**m** like in the word **madanm**, **n** like in **nennenn** and **ng**, like in **lang**).

ANNOU PRATIKE



A. CD 1-29 – Listen carefully and repeat.

| | | |
|---|---|---|
| N, n : <i>nannan - ponn - vann</i> | M, m : <i>bonm - wonm - moun</i> | NG, ng : <i>mang - gang - ring</i> |
|---|---|---|



CD 1-30 – Yon ti dikte. Listen carefully and write down the missing nasal consonant segments.

Example: You hear → Bon___ nan eklate nan lari a.

You write → Bonm nan eklate nan lari a.

- | | |
|--|---|
| 1. Non___ nan renmen fan___ nan. | 7. Ivon fi___ bwè tout won___ nan. |
| 2. Ban___ mou___ sa yo danse twòp. | 8. Dife a pran jouk li tounen san___. |
| 3. Gen yon ga___ nan zò___ nan. | 9. Chonchon___ ansan___ ak Jan ale. |
| 4. Ti gason an ap van___ zanman___ | 10. Ànmari ap manje chanmchan___. |
| 5. Tonton an ap tan___ lontan. | 11. An___ pa chita nan ma___ nan tande! |
| 6. Pli___ ki nan machi___ nan pa ekri. | 12. ___an___an poul la pon___ de ze. |

V. Annou ekri

✚ Writing a description

Yon bon zanmi pi bon pase frè. This Kreyòl proverb, which means, *A good friend is better than a brother*, shows that Haitians give great value to friendship. In this activity, you will use what you have learned in class to describe your best friend or the family member you like the most.

A. Anvan ou ekri. Think about descriptions that you have read in English. What are the characteristics of a descriptive text? How are they organized? What make them different from other types of text like argumentative or narrative text types?

B. Ann ekri. Write a minimum of 15 sentence description of your best friend or the family member you like the most. Provide the following personal information about the person you choose:

- ✓ name and age,
- ✓ marital status and number of children,
- ✓ where the person lives or/and who she/he lives with,
- ✓ describe the person's character and personality,
- ✓ describe physical appearance, the body of the person
- ✓ describe physical characteristics such as skin color and tone, hair type and texture and facial features like color of eyes etc...
- ✓ say why you like this person.

- C. Lè ou fin ekri.** Re-read your description. Is there something else you want to add? Check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: /15 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Leson 3: Dat enpòtan!

- Language aim: **Talking about important dates and counting over on hundred**
- Vocabulary: **Jou, semenn, mwa, ane**
- Grammar and structures: **Yes - No questions, and Wi and Non as interjections**
- Pronunciation and spelling: **Double/triple consonant blends**
- Writing: **A weekly schedule**

I. Ki jou jodi a ye?



CD 1-31 – Listen to the days of the week and repeat.

| ME 2010 | | | | | | |
|---------|-------|------------------------|------|----------|-------|-------------------------|
| LENDI | MADI | MÈKREDI | JEDI | VANDREDI | SAMDI | DIMANCH |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 <i>fèt drapo</i> | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 <i>fèt manman</i> |

JOU NAN SEMENN NAN



CD 1-32 Listen to the months of the year and repeat.

MWA NAN ANE A

| | | | |
|--------------------------|--------------------|------------------------------|---------------------------|
| janvye fevriye mas | avril me jen | jiyè out/dawou sektanm | oktòb novanm desanm |
|--------------------------|--------------------|------------------------------|---------------------------|

✚ **Use these expressions to talk about days, weeks, months and year:**

- | | |
|--------------------------------|---|
| 1. Gen sèt jou nan yon semenn. | - There are seven days in a week. |
| 2. Gen kat semenn nan yon mwa. | - There are four weeks in a month. |
| 3. Gen douz mwa nan yon ane. | - There are twelve months in a year. |
| 4. Ki jou jodi a ye? | - What day is today? |
| 5. Jodi a se Madi. | - Today is Tuesday. |
| 6. Nan ki mwa ou fèt? | - In what month were you born? |
| 7. Se mwa desanm. | - It's December. |
| 8. Ki dat jodi a ye? | - What is today's date? |
| 9. Jodi a se onz oktòb 2011. | - Today is October 11 th 2011. |

✚ Do not translate the English word **on** to say you do something on a certain day.

- | | |
|----------------------------------|--------------------------------------|
| 1. Mwen al legliz Ø dimanch. | - I go to church on Sundays. |
| 2. Mwen al nan mache chak samdi. | - I go to the market every Saturday. |

✚ To translate **from... to**, use **soti nan ... rive nan** or **de ... a** as in the following examples:

- | | |
|--|---|
| 1. M gen kou soti nan lendi rive nan vandredi. | - I have class from Monday to Friday. |
| 2. Yo pran kou kreyòl la soti nan mwa sektanm rive nan mwa novanm. | - They take the Creole class from September to November. |
| 3. Kou kreyòl la fèt de uitè a nevè kenz nan maten. | - The Creole class takes place from eight to nine fifteen in the morning. |

✚ Note that the first letter in days and months are not capitalized like in English. Unlike English, the day comes before the month when giving the date.

- | | |
|-----------------------------------|--|
| 1. Dat fèt mwen se 7 desanm 1975. | - My date of birth is December 7 th 1975. |
| 2. Mwen te fèt yon lendi. | - I was born on a Monday. |

⚡ Other useful expressions

| | |
|-----------------|--------------------------|
| Jodi a | Today |
| Demen | Tomorrow |
| Aprè demen | The day after tomorrow |
| Dimanch pase | Last Sunday |
| Semenn pwochenn | Next week |
| Yè | Yesterday |
| Avanyè | The day before yesterday |
| Mèkredi pwochen | Next Wednesday |
| Anvan | Before |
| Aprè | After |
| Pandan | During |

CD 1-33 – DJALÒG



- *Mari, a new student is asking Jak a lot of questions about the school's schedule and activities. Listen to their conversation.*

- Mari:** - Bonjou Jak, kouman ou ye?
- Jak:** - *M la wi. E ou menm?*
- Mari:** - M pa pi mal non. M kab poze w kèk kesyon sou orè lekòl la?
- Jak:** - *Men wi machè. Pa gen pwoblèm. M ap koute w.*
- Mari:** - Ki dat kou kreyòl la ap koumanse e ki dat l ap fini?
- Jak:** - *Se 3 sektanm l ap koumanse epi l ap fini 30 avril.*
- Mari:** - Ki jou nan semenm nan ki gen kou kreyòl?
- Jak:** - *Se twa jou: lendi, mèkredi ak vandredi.*
- Mari:** - Si m koumanse ane sa a, nan ki ane m kab fini lekòl la?
- Jak:** - *Si ou pa double kou yo, ou ta sipoze fini nan lane 2015.*

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. When does the Kreyòl class begin?
2. When does the Kreyòl class end?
3. What days does the Kreyòl class take place?
4. In what year Mari will finish college if she does not fail any class?

❖ **Enfòmasyon kiltirèl:** The first day in the Haitian calendar is Monday, not Sunday. When Haitian students in pre-school learn the days of the week, they always begin with *lendi* and finish with *dimanch* which is considered as the last day in the week.

ANNOU PRATIKE

A. **Jwenn mo depaman an.** Identify the word that does not belong in each of the following lists.

Example: lendi, madi, mèkredi, **fevriye**, jedi.

1. Janvyè, fevriye, samdi, mas, avril
2. Yè, pandan, avanyè, demen, jodi a
3. Jou, semenn, mwa, ane, apre
4. Anvan, vandredi, samdi, dimanch, lendi
5. Me, jen, dat, jiyè, out

B. **Orevwa! N a wè.** You are saying good bye to a friend who you will see in two days. Depending on the day you are talking to her/him, say when you'll see your friend.

Example: Jodi a se dimanch. → **Answer:** Orevwa ! N a wè **madi**.

Jodi a se...

- | | |
|------------|-------------|
| 1. Lendi | 4. Samdi |
| 2. Jedi | 5. Madi |
| 3. Mèkredi | 6. vandredi |

C. Ki jou ak ki mwa? Answer the following questions.

Example: Ki jou ki vini apre lendi? → **Answer:** se dimanch.

- | | |
|---------------------------------|---------------------------------|
| 1. Ki jou ki vini anvan madi? | 6. Ki mwa ki vini anvan jiyè |
| 2. Ki jou ki vini anvan samdi? | 7. Ki mwa ki vini anvan desanm? |
| 3. Ki jou ki vini apre mèkredi? | 8. Ki mwa ki vini apre avril? |
| 4. Ki jou ki vini apre dimanch? | 9. Ki mwa ki vini apre sektenm? |
| 5. Ki jou ki vini apre samdi? | 10. Ki mwa ki vini apre janvyè? |

D. Kilè? Change the underlined words in italics so that each statement is true. If a statement is already true, read it as it is.

1. Mwen gen kou kreyòl soti nan lendi rive vandredi.
2. Mwen travay chak jou nan semenn nan.
3. Jodi a se madi 17 novanm 2009.
4. Demen se mèkredi 18 novanm 2009.
5. M gen kou Kreyòl soti nan mwa janvyè rive nan mwa avril.
6. Lekòl mwen koumanse nan mwa oktòb.
7. Dat fèt mwen 23 avril 1980.
8. M te fèt yon jou lendi.

E. Ann fè yon ti konvèsasyon! – Work with a partner to ask and answer the following questions.

Example: Ki premye jou nan semenn nan?

Answer: premye jou nan semenn nan se lendi.

- | | |
|---------------------------------------|-------------------------------------|
| 1. Konbyen jou ki gen nan semenn nan? | 6. Konbyen mwa ki genyen nan ane a? |
| 2. Jodi a se ki jou? | 7. Nan ki mwa ou te fèt? |
| 3. Ki jou ou vinn nan kou kreyòl la? | 8. Nan ki mwa nou ye? |
| 4. Ki jou ou al legliz? | 9. Ki mwa ki vini anvan janvyè? |
| 5. Ki jou ou repoze ou? | 10. Nan ki mwa lekòl koumanse? |

II. N ap konte soti nan swasann dis rive nan milya.

- ✚ We have learned that numbers in Kreyòl follow patterns like in English. We will continue to learn the numbers from 70 up to billion.

| | | | | | | | |
|----|----------------|-----|-----------------|-----|------------------|-----------|----------------|
| 70 | Swasann dis | 91 | Katreven onz | 150 | San senkant | 1000 | Mil |
| 71 | Swasann onz | 96 | Katreven sèz | 151 | San senkanteyen | 1100 | Mil san |
| 72 | Swasann douz | 99 | Katreven diznèf | 175 | San swasann ken | 2000 | De mil |
| 75 | Swasann ken | 100 | san | 200 | De san | 8000 | Uit mil |
| 79 | Swasann diznèf | 101 | San en | 300 | Twa san | 100.000 | San mil |
| 80 | Katreven | 104 | San kat | 360 | Twa san swasant | 900.000 | Nèf san mil |
| 81 | Katreven en | 111 | San onz | 400 | Kat san | 1.000.000 | En milyon |
| 83 | Katreven twa | 118 | San dizuit | 500 | Senk san | 100 mo. | San milyon |
| 86 | Katreven sis | 120 | San ven | 100 | Nèf san | 900 mo. | Nèf san milyon |
| 90 | Katreven dis | 121 | San venteyen | 980 | Nèf san katreven | 1 ma. | En milya |

- ✚ Note that in Kreyòl, 70 and 90 follow a different pattern to the other numbers when counting from 1 to 100. For example, 61 is **swasanteyen** (60+1) but 71 is **swasann onz** (60+11 not 70+1). Thus seventy which is **swasann dis** is (60+10) and ninety which is **katreven dis** is (80+10).

- ✚ Also note that Kreyòl does not use the number (**en/yon**) to say a/one like one hundred (**san**), and one thousand (**mil**). However, the word one (**en/yon**) is used before one million (**en/yon milyon**), one billion (**en/yon milya**), and one trillion (**en/yon bilya**).

- | | |
|--|--|
| - M gen san dola. | <i>I have one hundred dollars.</i> |
| - Wozlò gen de san dola. | <i>Wozlò has two hundred dollars.</i> |
| - Li gen mil dola. | <i>She has one thousand dollars.</i> |
| - Ou pa gen sèt mil dola. | <i>You don't have seven thousand dollars.</i> |
| - Mari ak Lisi gen en/yon milyon dola. | <i>Mari and Lisi have one million dollars.</i> |
| - Yo gen en/yon milya dola. | <i>They have one billion dollars.</i> |
| - Gen en/yon bilya dola nan bank lan. | <i>There are one trillion dollars in the bank.</i> |

ANNOU PRATIKE

A. Ann ekri nimewo yo. Write these numbers in Kreyòl using figures as in the example.

Example: Twa san katreven onz → **391**

1. San
2. Sèt san douz
3. Mil
4. Mil nèf san senk
5. De mil onz
6. Karann de mil
7. Swasantuit mil twa san katreven dizuit
8. Nèf san mil uit san swasann katòz
9. Yon milyon
10. De san milyon

B. Estatistik sou popilasyon. Write these figures in Kreyòl using letters and then read them aloud in Kreyòl.

Example: Japon: 127,470,000 → **San venn sèt milyon kat san swasann dis mil.**

- | | |
|---------------------------------|---------------------------------|
| 1. Ayiti: 10,033,000 | 6. Nijerya: 154,729,000 |
| 2. Jamayik: 2,719,000 | 7. Lafrans: 65,447,374 |
| 3. Bayamas: 342,000 | 8. Lachin: 1,335,910,000 |
| 4. Endonezi: 231,369,500 | 9. Lend: 1,177,213,000 |
| 5. Brezil: 192,497,000 | 10. Etazini: 308,705,000 |

III. Yes - No questions, and Wi and Non as interjections

✚ **Yes-No questions** - Like in English, yes-no questions are made in Kreyòl by simply changing the intonation. Raise the pitch of your voice at the end of the sentence.

- | | |
|---------------------|--------------------------------------|
| - Jodi a se lendi. | <i>Today is Monday.</i> |
| - Jodi a se lendi? | <i>Today is Monday?</i> |
| - Li gen frè ak sè. | <i>She has brothers and sisters.</i> |
| - Li gen frè ak sè? | <i>She has brothers and sisters?</i> |

- ✚ **The question word « Èske »** - In more formal contexts, yes-no questions may also be formed by adding the question word **èske** at the beginning as in the following examples.

- | | |
|--|--|
| - Èske jodi a se lendi? | <i>Is today Monday?</i> |
| - Èske ou byen? | <i>Are you okay?</i> |
| - Èske lekòl la ap fèmen nan mwa jiyè? | <i>Does the school close in July?</i> |
| - Èske ou gen frè ak sè? | <i>Do you have brothers and sisters?</i> |

- ✚ **Negative questions** - Like English, Kreyòl also uses negative questions. They are formed the same way as yes-no questions. One of the most common uses of negative questions is when you think the other person will agree with you. Another function of negative questions is to check or confirm information. Note that the question word **Èske** may also be used in negative questions.

- | | |
|------------------------------|---------------------------------------|
| - Jodi a se pa lendi? | <i>Today is Monday, Is it?</i> |
| - Se pa Ti Joslin? | <i>Aren't you Ti Joslin?</i> |
| - Ou pa al lekòl jodi a? | <i>You didn't go to school today?</i> |
| - Èske w pa al lekòl jodi a? | <i>Didn't you go to school today?</i> |

- ✚ **Wi and Non as affirmative and negative markers** - When answering questions, Kreyòl speakers generally add **wi** or **non** at the end of their answers. **Wi** is added to affirmative statements and **non** to negative statements.

| Questions | Answers |
|----------------------------|--------------------|
| 1. Jodi a se pa lendi? | - Wi, se lendi wi. |
| 2. Se pa Ti Joslin? | - Wi, se mwen wi. |
| 3. Ki jan ou ye? | - M pa pi mal non. |
| 4. Sa k pase? | - M la wi. |
| 5. Èske w al lekòl jodi a? | - M pa ale non. |

- ✚ **Wi and Non as interjections** - Note that **wi** or **non** are also used as interjections to emphasize a statement or to express surprise, admiration, astonishment etc...

- | | |
|--------------------------|---|
| 1. Jisten mouri wi! | - <i>Justin died!</i> |
| 2. Bondye! Ede m non! | - <i>God! help me!</i> |
| 3. Ou sove lavi m wi! | - <i>You did save my life!</i> |
| 4. M pa kapab fè sa non! | - <i>I certainly cannot do that!</i> |
| 5. Se yon bèl fanm wi! | - <i>She is such a beautiful woman!</i> |
| 6. Manje a pa bon non! | - <i>The food is definitely not good!</i> |

ANNOU PRATIKE



A. CD 1-34 – Se you kesyon? Listen to your instructor making some statements and asking some questions about days, months and years. If you hear a statement, don't write anything on your paper. If you hear a question, answer it with **wi** or **non**.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Fanmi Wozlò! Ask for confirmation from your classmates concerning the members of Wozlò's family. Add **wi** or **non** at the end of your answers.

Example: Frè papa Wozlò se pa tonton l? → **Answer:** Wi, se tonton l wi.

- | | |
|--|---------------------------------------|
| 1. Sè manman Wozlò se pa matant li? | 6. Papa manman Wozlò se bopè l? |
| 2. Pitit fi papa Wozlò se pa frè l? | 7. Frè manman Wozlò se pa kouzen l? |
| 3. Pitit gason manman Wozlò se pa sè? | 8. Mari manman Wozlò se pa pitit li? |
| 4. Pitit fi frè Wozlò se pa kouzin li? | 9. Madan papa Wozlò se pa nyès li ? |
| 5. Pitit gason sè Wozlò se pa neve l ? | 10. Pitit fi manman Wozlò se pa sè l? |

C. Poze kesyon - You are looking for people to practice Kreyòl with. Ask whether the following people speak Kreyòl using **èske**.

Example: Adriyen. → **Answer: Èske Adriyen pale Kreyòl?**

1. Filip
2. Ou menm
3. Yo menm
4. Anri ak Wozlò
5. Li menm
6. Andre

D. Ann fè konesans. You and your partner want to get to know each other better. Take turns asking each other many questions. Modify or add elements as needed.

Example: gen/frè

Student 1 asks: *Ou gen frè?* → **Student 2 answers:** *Wi, m gen frè wi.*

Example: renmen/mizik

Student 1 asks: *Èske ou jwe mizik?* → **Student 2 answers:** *Non, m pa jwe mizik.*

- | | |
|-----------------------|----------------------|
| 1. Renmen / baskèlbòl | 6. Ekri / nan kaye a |
| 2. Pale / kreyòl | 7. Efase / tablo a |
| 3. Louvri / fenèt la | 8. Etidye / lesan an |
| 4. Fèmen / pòt | 9. Travay / Jodi a |
| 5. Fè / devwa ou | 10. Li / liv la |

III. Consonant blends

✚ In Kreyòl, two or three consonant sounds may blend with certain vowels to form some special sounds. Sometimes, the consonants precede or follow a vowel to form one syllable.

ANNOU PRATIKE



A. CD 1-35 – Listen to the following words and repeat.

Double consonant blends in one syllable

| | | |
|------------------------------|--------------------------------|----------------------------------|
| BL – Blòf, blabla | FR – frap, frèt, fren | PL – plat, plen, lapli |
| BR – bra, bri, brezo | GL – glann, glas, glise | PR – pran, prete, pri |
| DL – dlo | GR – gra, grann, gri, | TCH – match, tchatcha |
| DJ – djèt, djòl, djak | KL – klas, kle, klòch | TR – travay, tranpe, trip |
| DR – dra, drese, dren | KR – kras, kri, kreyon | VL – vle, vlen, vlou |
| FL – flach, flè, flit | KS – fiks, viks, vekse | VR – vre, vrè, louvri |

- ✚ In other contexts, consonant sounds are preceded and followed by a vowel splitting into two consecutive syllables.



B. CD 1-36 – Listen to the following words and repeat.

Double/triple consonant blends in two syllables

| | | |
|--------------------------------------|------------------------------------|---|
| DL – <i>Madlèn</i> | LK – <i>Kalkil, kalkile</i> | SM – <i>ralantisman</i> |
| GB – <i>Legba</i> | LM – <i>kalmi, almanak</i> | SP – <i>espwa, espò</i> |
| GZ – <i>Egzanp, egzèsis</i> | LS – <i>malswen,</i> | SPR – <i>espri, lespri</i> |
| KS – <i>vekse, eksetera</i> | LT – <i>salte, palto</i> | ST – <i>estati, estènen</i> |
| KT – <i>lektè, sektanm</i> | PT – <i>pwòpte, pwòptay</i> | TL – <i>matla, atlèt, matlòt</i> |
| LB – <i>Albinòs, kalbende</i> | SK – <i>eskiz, pliske</i> | VN – <i>avni, lavni</i> |
| LF – <i>alfò, kalfou</i> | SL – <i>lesli, oslè</i> | |

- C. CD 1-37 – Yon ti dikte.** Listen carefully and write down the missing consonant segments.

Example: *You hear* → Ma___èn chita sou ___èz la

You write → Mad**l**èn chita sou **ch**èz la

- Se nan mwa s___ tanm Lesli fèt.
- Fifi ve___se paske m rive an reta.
- Janin kanpe nan ka___fou a.
- Jaki fè tout e___èsis yo.
- E___ati a pa ka e___tènen.
- Se pou le___i sen desann sou nou.
- A___èt la kouche sou ma___a a.
- Tidjo ap e___ò pli___e l kapab.
- Papa Le___a pa nan sa___e.
- ___òlè a se sou ___òf li ye.

IV. Annou ekri

✦ Preparing your schedule

In this activity, you will use what you have learned to write your weekly schedule.

- A. **Anvan ou ekri.** Think about daily and weekly schedules. What are the similarities and the differences between the two? How are they organized? Below is a daily schedule of a school boy. What would you add before 9:00 am (*nevè dimaten*) and after 5:00 pm (*senkè apremidi*) to complete this schedule?

| PROGRAM JOURNEN AN | |
|---------------------|------------------|
| NEVÈ dimaten | : Ale lekòl |
| Twazè aprenidi | : Soti lekòl |
| Twazè edmi apremidi | : Manje |
| Katrè aprenidi | : Ale lakay mwen |
| Senkè aprenidi | : Fè dewaye |

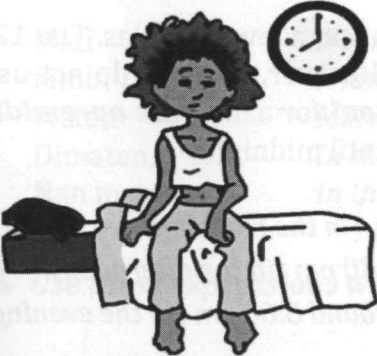


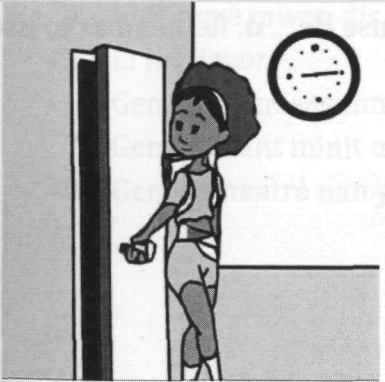
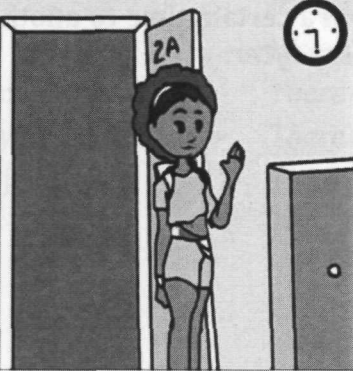
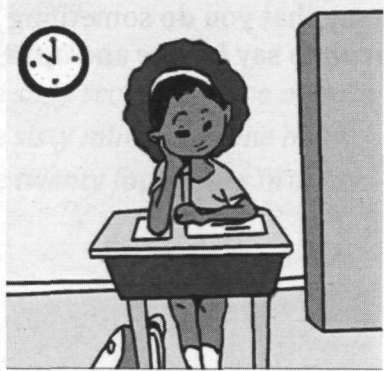
- B. **Ann ekri.** Write your schedule for a typical week showing the activities you usually do. Use the verbs and expressions you know.
- C. **Lè ou fin ekri.** Re-read your schedule. Is there something else you want to add? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections before you share it with a classmate. Then, be prepared to discuss your schedule in class.

Leson 4 : Pi bonè se granm maten!

- Language aim: *Expressing the time and talking about holidays and celebrations*
- Vocabulary: *Segonn, minit, lè, fèt ak selebrasyon*
- Grammar and structures: *The interrogative words.*
- Pronunciation and spelling: *Nasal vowels plus nasal consonants*
- Writing and speaking: *An interview*

I. Akilè fèt Wozlò a ye?

Jodi a se fèt Wozlò. L ap pale de tout aktivite l ap fè pandan jounen fèt li a.

| | | |
|--|---|--|
|  <p>- Jodi a se 7 desanm. M leve a uitè nan maten.</p> |  <p>- M abiye a uitè kenz.</p> |  <p>- M manje vè uitè karann senk konsa.</p> |
|  <p>- M soti lakay mwen a nevè eka.</p> |  <p>- M rive lekòl a nevè trant.</p> |  <p>- Klas kreyòl mwen koumanse a dizè tapan.</p> |

| | | |
|--|---|--|
|  <p>M fini lekòl a twazè edmi nan apremidi.</p> |  <p>M tounen lakay mwen vè senkè mwenn ka nan apremidi.</p> |  <p>Li fè dizè ven kounye a. Fèt la koumanse vè uitè diswa.</p> |
|--|---|--|

✚ Telling time

Telling time in Kreyòl is just a matter of knowing the numbers and a few formulas. The 12-hour clock is used in Haiti like in most American countries. However, Haitians do not use "a.m." and "p.m." in Kreyòl. You can use "**dimaten** or **nan maten**" for a.m., "**nan apremidi**" from noon until 6 p.m., and "**diswa** or **nan aswè**" from 6 p.m. until midnight.

- | | |
|--|---|
| - M leve a uitè nan maten. | <i>I get up at 8:00 am. (in the morning)</i> |
| - M fini lekòl a dezè edmi nan apremidi. | <i>I finish school at 2:30 pm (in the afternoon)</i> |
| - Fèt la koumanse vè uitè diswa. | <i>The party starts around 8:00 pm (in the evening)</i> |

In Kreyòl, you have to add "è" at the end of the number (except with midi and minui), even though in English "o'clock" is often left out. Sometimes, you must add another letter or change the letter found right before "è". Use **a** to ask **at** what time something takes place. To say that you do something **from** a certain time **to** another, use **dea**. Remember to use **anvan** to say **before** and **apre** to say **after**.

Consider the following examples; the added parts are underlined.

- | | |
|--|--|
| 1. Akilè ou leve? | - At what time you get up? |
| 2. M leve a uitè nan maten. | - I get up at 8:00 am. |
| 3. Fèt la koumanse vè onzè diswa. | - The party starts at about 8:00 pm. |
| 4. M rive lakay mwen vè senkè mwenn ka. | - I arrive home around 4:45. |
| 5. M rive lekòl a neyè trant nan maten. | - I arrive at school at 9:30 am. |
| 6. M fini lekòl a twazè edmi nan apremidi. | - I finish school at 3:30 pm. |
| 7. M toujou dòmi anvan de zè dimaten. | - I always go to sleep before 2:00 am. |
| 8. M soti a katrè tapan. | - I leave at exactly 4:00. |
| 9. M travay a sizè diswa. | - I work at 6 pm. |
| 10. M etidye de setè a minui. | - I study from 7:00 to midnight. |
| 11. Li fè dizè ven kounye a. | - It's 10:20 now. |

✚ Useful expressions when telling the time in Kreyòl

| | | | |
|-----------|----------------|--------------|------------------|
| Midi | Noon | Apremidi | Afternoon |
| Minui | Midnight | Nan apremidi | In the afternoon |
| Maten | Morning | Sware, aswè | Night, evening |
| Dimaten, | In the morning | Diswa | In the night, |
| Nan maten | In the morning | Nan aswè | In the evening |

✚ Use these expressions when asking for and giving the time

- | | |
|--------------------------------------|--|
| 1. Kilè li ye? | - What time is it? |
| 2. Kilè ou genyen? | - What time do you have? |
| 3. Ou kab di m kilè li ye souple? | - Can you tell me the time please? |
| 4. Li fè onzè mwen dis. | - It's ten to eleven. |
| 5. Li midi won. | - It's exactly noon. |
| 6. Gen swasant segonn nan yon minit. | - There are sixty seconds in one minute. |
| 7. Gen swasant minit nan yon lè. | - There are sixty minutes in one hour. |
| 8. Gen vennkatrè nan yon jou. | - There are twenty four hours in a day. |

CD 1-38 – DJALÒG

- Wozlò is talking with her friend Pòl on the phone. Pòl is asking a lot of questions about Wozlò's birthday party. Listen to them.



- | | |
|---------------|--|
| Pòl: | - Alo! |
| Wozlò: | - Wi alo! M kab pale ak Pòl silvouplè? Se Wozlò. |
| Pòl: | - Alo Wozlò. Se Pòl wi. Sa k pase? |
| Wozlò: | - M la wi. Èske w ap vin nan fèt mwen an jodi a. |
| Pòl: | - Akilè fèt la ap kòmanse? |
| Wozlò: | - L ap kòmanse vè uitè diswa konsa. |
| Pòl: | - Konbyen tan l ap dire? |
| Wozlò: | - Li kab dire de uitè a dezè konsa. |
| Pòl: | - M ap vini men m prale anvan dezè. |
| Wozlò: | - Pa gen pwoblèm depi w ale apre minui. |
| Pòl: | - Kilè li ye kounye a? |
| Wozlò: | - O! Li gen tan fè sizè wi. |
| Pòl: | - Mezanmi! M ale tande Wozlò. N a wè pita. |
| Wozlò: | - Oke. M ap tan ou wi Pòl. Babay! |

✚ **ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA**

➤ **Answer the following questions in English according to the dialogue.**

1. At what time will Wozlò's party start?
2. How long will the party last?
3. Is Pòl coming to the party?
4. Around what time does Wozlò end the conversation with Pòl?

- ❖ **Enfòmasyon kiltirèl:** *Pi bonè se granm maten.* This Kreyòl proverb means: *The best time is now.* Haitians believe it's better to do whatever you have to do as soon as possible. According to this proverb, it's not good to keep postponing your projects.

ANNOU PRATIKE

A. Jounen fèt Wozlò a! Say at what time Wozlò does the following activities on her birthday. You may need to go back to the beginning of the lesson to see what Wozlò does.

Example: A kilè Wozlò leve? → *Li leve a uità nan maten.*

1. A kilè Wozlò abiye?
2. A kilè Wozlò manje?
3. A kilè Wozlò soti lakay li?
4. A kilè Wozlò rive lekòl?
5. A kilè klas kreyòl la koumanse?
6. A kilè lekòl Wozlò fini?
7. A kilè Wozlò tounen lakay li?
8. A kilè fèt la koumanse?

B. Maten, apremidi oswa aswè? Complete these sentences to tell the time in Kreyòl.

Example: 3:30 a.m. → Li fè twazè **edmi nan maten.**

- | | |
|----------------|----------------|
| 1. 6:25 a.m. | Li fè sizè... |
| 2. 2:10 a.m. | Li fè dezè... |
| 3. 11:15 a.m. | Li fè onzè... |
| 4. 3:20 p.m. | Li fè twazè... |
| 5. 4:30 p.m. | Li fè katrè... |
| 6. 7:35 p.m. | Li fè setè... |
| 7. 8:45 p.m. | Li fè uitè... |
| 8. 9:00 p.m. | Li fè nevè... |
| 9. 12:00 p.m. | Li fè ... |
| 10. 12:00 a.m. | Li fè ... |

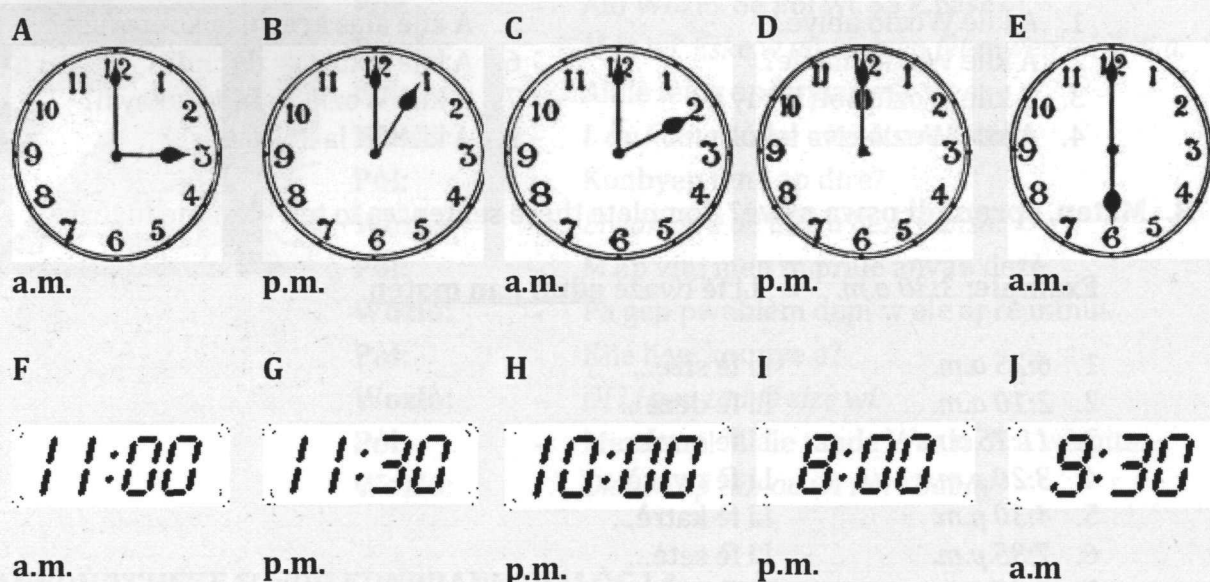
C. Kilè? Complete the following sentences so that they are true for you the first day of the week you have your Kreyòl class.

Example: Mwen tounen lakay mwen anvan uitè edmi diswa.
before (time)

1. Mwen soti lakay mwen _____
before (time)
2. Kou kreyòl la koumanse _____
at (time)
3. M etidye leson mwen _____
from (time) to (time)
4. Mwen tounen lakay mwen _____
Aprè (time)

D. **Kilè li ye?** Say the time in Kreyòl. Use the Kreyòl words indicating morning, afternoon and evening.


Example: A → *Li fè twazè tapan nan maten.*



E. **Pwogram televizyon!** Look at the following American TV guide. In pairs, ask and questions about program start times.

Example: A kilè emisyon Jij Alex ap koumanse? → L ap koumanse a inè nan apremidi.

- | | |
|---------------------|----------------------|
| 1. Judge Alex | 6. Judge Judy |
| 2. Tyra Banks | 7. General Hospital |
| 3. Cristina's Court | 8. Meet the Spartans |
| 4. Real Sport | 9. One life to live |
| 5. All my Children | 10. Rails and Ties |

| Guide | | | | | 12:46 PM |
|---|-------------------|-------------------|------------------|--------------------|----------|
| TUE 6/2 | 12:30 PM | 1:00 PM | 1:30 PM | 2:00 PM | ^ |
| 618 WAGA | ◀ The Tyra Banks | Judge Alex | Cristina's Court | Judge Judy | |
| 623 WSB | ◀ All My Children | One Life to Live | | General Hospital ▶ | |
| 800 HBO HD | ◀ Real Sports HD | Meet the Spartans | | | HD |
| 801 HBO2HD | Rails & Ties | | | HD | Have ▶ |
| 1814 HBO HD | ◀ Real Sports HD | Meet the Spartans | | | HD |
| 1815 HBO2HD | Rails & Ties | | | HD | Have ▶ |
| ▼ | | | | | |
|  Real Sports with Bryant Gumbel HD 12:00-1:00 PM - 14 MIN LEFT "Real Sports with Bryant Gumbel '09" - The new director of the NFL Players' Association discusses upcoming contract talks; bull riders talk about their eight seconds; parents go to extremes to ensure their child's... | | | | | |

II. Kilè fèt drapo Ayisyen an ye?

- ✚ Jou fèt drapo ayisyen an se 18 me. Gen anpil lòt fèt ofisyèl ankò. Gen premye janvyè ki se fèt lendepandans. Se lè tout Ayisyen bwè soup joumou (*pumkin soup*) pou selebre libète nou. Annou gade lòt fèt ak jou ferye ki genyen nan kalandriye Ayisyen an.

| Fèt ofisyèl ann Ayiti | Haitian Official Holidays |
|--|---|
| Premye janvyè: fèt lendepandans | January 1: Independence Day |
| 2 janvyè: Jou dèzaye | January 2: Ancestors' Day |
| Premye me: Fèt travay ak agrikilti | May 1: Agriculture and Labor Day |
| 18 me: fèt drapo ak inivèsite | May 18: Flag and University Day |
| 17 oktòb: Jou lanmò Jan Jak Desalin | October 17: Death of Jean-Jacques Dessalines |
| 24 oktòb: Jou Nasyonzini | October 24: United Nations Day |
| Premye novanm: Latousen | November 1: All Saints Day |
| 2 novanm: fèt Lèmò | November 2: All Souls Day |
| 18 novanm: batay Vètyè | November 18: Battle of Vertières' Day |
| 25 desanm: Nwèl | December 25: Christmas Day |
| 7 avril: Jou lanmò Tousen Louvèti | April 7: Death of Toussaint Louverture |
| Kanaval (dimanch a mèkredi dèsanm) | Carnival (Sunday through Ash Wednesday) |
| Dimanch Pak | Easter Sunday |
| Vandredi Sen | Good Friday |

✦ **Use these expressions when talking about important dates.**

- | | |
|-----------------------------|--|
| - Ki dat jodi a ye? | What is today date? |
| - Jodi a se 19 oktòb 2011. | Today is October 19 th 2010. |
| - Ki dat ou te fèt? | What date were you born? |
| - M te fèt 9 desanm 1974. | I was born on December 9 th 1974. |
| - Gen de semès nan yon ane. | There are two semesters in a year. |
| - Nan ki ane ou prale? | In what year are you leaving? |
| - M prale an 2013. | I am leaving in 2013. |

ANNOU PRATIKE

A. Se ki dat? What date corresponds to each holiday?

Example: Jou fèt drapo ayisyen an. → **Answer:** *Se 18 me.*

- | | |
|-----------------------------|-------------------------------|
| 1. fèt lendepandans | 7. Jou dèzaye |
| 2. Jou lanmò Tousen Louvèti | 8. Jou Nasyonzini |
| 3. Nwèl | 9. Fèt travay ak agrikilti |
| 4. batay Vètyè | 10. Jou lanmò Jan Jak Desalin |
| 5. Latousen | 11. fèt inivèsite |
| 6. fèt Lèmò | 12. Kanaval |

B. Ki fèt ki genyen? What holiday corresponds to each of the following dates?

Example: 18 me → **Answer:** *Se Jou lanmò Jan Jak Desalin.*

- | | |
|------------------|---------------|
| 1. Premye janvyè | 6. 2 janvyè |
| 2. 2 novanm | 7. 18 me |
| 3. 18 novanm | 8. 17 oktòb |
| 4. 25 desanm | 9. 24 oktòb |
| 5. 7 avril | 10. Premye me |

C. Ann fè listwa! Change the following years from figures to letters as in the example.

Example: Kistòf Kolon debake nan Lamerik an 1492.

Answer: *mil kat san katreven douz.*

- Dezyèm gè mondyal (*World War II*) koumanse an 1939.
- Barack Obama vinn prezidan ameriken an 2008.
- Ayiti pran lendepandans li an 1804.
- Etazini pran lendepandans li an 1776.
- Bayamas pran lendepandans li nan lane 1973.

D. Ann fè yon ti konvèsasyon! - Ask your partner the following questions and note her/his answers on a piece of papers to report back.

Example: Ki dat ou te fèt? → **Answer:** *M te fèt 9 desanm 1986.*

1. Ki dat jodi a ye?
2. Ki dat kou kreyòl la te koumanse?
3. Ki dat manman ou te fèt ?
4. Nan ki ane ou ap fini lekòl?
5. Nan ki ane ou ta renmen marye ?

III. The interrogative words

✚ You've already learned how to ask and answer yes-no questions in Kreyòl. However, many questions seek information that can't be provided by a simple yes or no answer.

✚ *Use these expressions to ask questions*

| | | | |
|-----------|--------------|-----------------------|---------------------|
| kimoun, | Who | ki jou | On, what, which day |
| kilès | Who | konbyen | How much, how many |
| kisa (sa) | What | poukisa | Why |
| ki bagay | What | ki kote (kote), ki bò | Where |
| kilè | When | Kimoun ki, kilès ki | Who |
| a kilè | At what time | kijan/kouman/kòman | how |

✚ *Examples of interrogative sentences*

- | | |
|--------------------------------------|---|
| 1. Ki kote/ bò ou rete? | - Where do you live? |
| 2. Kote ou prale? | - Where are you going? |
| 3. Ki sa/sa ou ap manje? | - What are you eating? |
| 4. Poukisa li tris konsa? | - Why is she so sad? |
| 5. Ki moun/kilès ou ap tann la? | - Who are you waiting for? |
| 6. Ki moun/kilès ki efase tablo a? | - Who erased the board? |
| 7. Kouman/kijan ou ye? | - How are you? |
| 8. Kilè ou prale Ayiti? | - When are you going to Haiti? |
| 9. A kilè kou kreyòl la koumanse? | - At what time does the Creole class begin? |
| 10. Ki jou ou vin nan kou? | - On, what/which day do you come to class? |
| 11. Konbyen elèv ki gen nan klas la? | - How many students are in the classroom? |
| 12. Konbyen kòb ou genyen? | - How much money do you have? |

✦ With **sa** and **kote**, the interrogative marker **ki** may be dropped.

- | | |
|-------------------|------------------------|
| 1. Sa y ap fè? | - What are they doing? |
| 2. Kote yo prale? | - Where are you going? |

✦ Note the difference between **ki moun** and **ki moun ki**. **Ki moun** is used when the question refers to the object of the sentence and **ki moun ki** is used when the question refers to the subject. When the new information provided functions as the subject in the answer to the question; the second **ki** must be added.

- | | |
|---|-----------------------------|
| 1. Ki moun (object) ou ap tann la? | - Who are you waiting for? |
| 2. M ap tann Wozlò . (object) | - I am waiting for Wozlò. |
| 3. Ki moun ki (subject) efase tablo a? | - Who erased the board? |
| 4. Adriyen (subject) efase tablo a. | - Adriyen erased the board. |

✦ Note that the second **ki** may also be used with all the question words except with **poukisa** and **kouman/kijan**.

- | | |
|--|---------------------------------|
| 1. Ki kote (object) ou prale? | - Where are you going? |
| 2. M prale Ayiti . (object) | - I am going to Haiti. |
| 3. Ki kote ki (subject) pi bon? | - Where/ which place is better? |
| 4. Ayiti (subject) pi bon. | - Haiti is better. |

✦ Be careful with **kilè** and **kilès**. Because of their spelling, these two question words can be easily used mistakenly one for another. Always remember **kilè** (when, what time) refers to the time and **kilès** (who) which has the same meaning as **kimoun** refers to people.

- | | |
|-------------------------|---------------------|
| 1. Kilè li ye? | - What time is it? |
| 2. Kilès li ye? | - Who is she or he? |
| 3. Kimoun li ye? | - Who is she or he? |

ANNOU PRATIKE

A. Marye kolòn I ak II? Match column I to II to form complete questions. There can be more than one answer for most items. For example, number **1** can be **B** as well as **E**.

- | | |
|-----------------|-------------------------------|
| 1. Kisa... | a) ...ou prale Ayiti? |
| 2. Poukisa... | b) ...madanm nan ap fè? |
| 3. Kilè... | c) ...fèmen pòt la? |
| 4. Kimoun... | d) ...Wozlò prale? |
| 5. Kimoun ki... | e) ...Jak ap gade? |
| 6. Kouman... | f) ...vini anvan lendi ? |
| 7. A kilè... | g) ...mwa ki gen nan yon ane? |
| 8. Ki jou ki... | h) ...yo efase tablo a? |
| 9. Konbyen... | i) ...kou kreyòl la fini? |
| 10. Ki kote... | j) ...li rele? |

B. Ki mo ki kòrèk? Use the correct one of the two question words in parenthesis to complete the following questions. Then ask your partner the questions; your partner will answer.

Example: Student 1: _____ li ye (*kilè/a kilè*)? → **Answer: Kilè li ye?**

Student 2: *Li fè dizè edmi dimaten.*

- _____ ap pale nan klas la (*kimoun/kimoun ki*)?
- _____ kou kreyòl la koumanse (*kilè/a kilè*)?
- _____ vini apre janvye (*ki mwa/ki mwa ki*)?
- _____ pase nan klas la (*kisa/kisa ki*)
- _____ Andre pi renmen (*kimoun/kimoun ki*)?
- _____ li louvri fenèt la (*poukisa/kisa ki*)?
- _____ l ap ekri sou tablo a (*kisa/kisa ki*)?
- _____ pi bèl nan peyi sa yo (*ki kote/ki kote ki*)?
- _____ pi wo nan basketè sa yo (*kilès/kilès ki*)?
- _____ ou pa renmen nan semen nan (*ki jou/ki jou ki*)?

C. Ann poze kesyon. Use the correct Kreyòl question-word to ask the relevant question for the answer given. Note that your question must be based on the underlined part of the answer as in the example.

Example: Frè m yo ap etidye nan klas la.

Answer: *Ki moun/kilès k ap etidye nan klas la?*

1. Adriyen byen wi.
2. Pyè ak Mari prale Ayiti mwa pwochen.
3. Jak prale nan peyi Lafrans.
4. Andre al lekòl paske l vle appran kreyòl.
5. Klas kreyòl la fini a dezè nan apremidi.
6. Wozlò ap efase tablo a.
7. Malèn renmen Anri anpil.
8. Mari ap ekri yon dikte sou tablo a.

D. Ann kontinye poze kesyon! Interview one of your classmates, asking her/him questions about the following subjects. Ask at least three questions for each subject. Then, report back to the class what you learned about your partner.

Example: Fanmi

- Eske ou gen frè ak sè?
- Konbyen frè ak sè ou genyen?
- Ki kote yo abite?

- | | | |
|----------|-----------|------------|
| 1. espò | 2. travay | 3. politik |
| 4. lekòl | 5. manje | 6. mizik |

IV. Nasal vowels and nasal consonants

✚ You've learned that Kreyòl has three nasal vowels (**an**, **en**, **on**) and three nasal consonant (**n**, **m**, **ng**) sounds. The **n**, and **m**, blend together with the nasal vowels in many words like in the following examples.

ANNOU PRATIKE



A. CD 1-39 – Listen to the following words and repeat.

| | | | | | |
|---------|------|-----------|--------|------|-------|
| Bann | Bonm | Konbèlann | Lapenn | Ponn | Venn |
| Bannann | Fanm | Konprann | Madanm | Vann | Vyann |

- Remember that the letter **n** is combined (**a, e, o**) to represent the nasal vowels (**an, en, on**). Thus, the **N** sound does not appear in words having the nasal vowels like **ban** and **ven** for examples. However, the **N** sound must be clearly pronounced in other contexts or in words like **bann** and **venn** in which it is preceded by a nasal vowel.



B. CD 1-40 – Listen and repeat the following pairs.

| 1 | 2 | 1 | 2 |
|-------|--------|---------------|---------------|
| ban | bann | bench | bunch |
| kan | kann | camp | sugar cane |
| kon | konn | like, as | to know |
| lapen | lapenn | rabbit | sorrow, grief |
| mon | monn | mount | world |
| plen | plenn | full | impregnated |
| pon | ponn | bridge | to lay down |
| san | sann | blood | ash |
| tan | tann | weather, time | to wait |
| van | vann | wind | to sell |
| ven | venn | twenty | veins |
| won | wonn | round | circle |

C. Here are sentences with the words you've learned.

- | | |
|---|--|
| 1. Yon bann volè chita sou ban an. | - A bunch of thieves sit on the bench. |
| 2. L ap manje bannann. | - He is eating plantains. |
| 3. Bonm nan eklate nan lari a. | - The bomb exploded in the street. |
| 4. Fanm nan bèl anpil. | - The woman is very pretty. |
| 5. Chaje ak kann tou pre kan an. | - There is a lot of sugar cane near the camp. |
| 6. Li fè konbèlann nan machin nan. | - He tricked out the car. |
| 7. M konprann lapenn ou. | - I understand your sorrow. |
| 8. L ap tann tan an kalme. | - She is waiting for the weather to calm down. |
| 9. Poul la ponn ze l yo anba pon an. | - The chicken laid her eggs under the bridge. |
| 10. Yo kontinye vann malgre van an. | - They continue to sell despite the wind. |
| 11. Plis pase ven venn pote san nan kè a. | - More than twenty veins carry blood to the heart. |
| 12. San pa gen koulè sann. | - Blood does not have the color of ash. |
| 13. Vyann nan byen kwit. | - The meat is well cooked. |
| 14. Wonm pa bon pou lasante. | - Rum is not good for the health. |
| 15. Yon wonn toujou won. | - A circle is always round. |



D. CD 1-41 – Yon ti dikte. Listen carefully and write down the missing words in the following sentences.

Example: *You hear* → Yon _____ volè chita sou _____ an.
You write → Yon bann volè chita sou ban an.

- M konprann _____ ou.
- Poul la _____ ze anba _____ an.
- Yo kontinye _____ malgre _____ an.
- _____ pa gen koulè _____.
- Plis pase _____ pote san nan kè a.
- _____ pa bon pou lasante.
- Chaje ak _____ tou pre _____ an.
- Se machin _____ sèlman li vann.
- _____ nan ap vann _____ ak yanm.
- _____ nan _____ fwa fanm nan.

V. Annou ekri epi pale

✦ Preparing an interview

You will use what you have learned to prepare and conduct an interview with a very famous Haitian.

A. Anvan ou ekri. A journalist is interviewing a celebrity. The journalist is asking the famous person a lot of personal questions about his/her life and his/her activities. What questions would the journalist ask in Kreyòl.

B. Ann ekri. Write in Kreyòl a list of ten questions that you would ask a famous Haitian. Use verbs and negative words you know for your questions. You may use *èske* as well as all the other question words you learned. Include questions about:

- ✓ Name and age,
- ✓ Marital status and number of children,
- ✓ Where the person live or/and who she/he lives with,
- ✓ The person's character and personality,
- ✓ Work and hobbies,
- ✓ The situation of Haiti and what the celebrity is doing to help.

C. Lè ou fin ekri. Re-read your questions carefully to make sure they are correctly formulated. Is there something else you want to add or remove? Look closely at your text to check possible spelling and grammar mistakes. Make the necessary corrections before you share it with a classmate. Then, be prepared to discuss your questions in class.

Dosye kiltirèl

Guy Durosier : The Ambassador of Haitian Music



Guy Durosier, a highly influential composer and singer whom Edith Piaf once called "the living breath of Haiti" is one of the most prestigious musicians in Haitian history. Born in Port-au-Prince, Guy Durosier started performing professionally as a sax player in 1947 when he was only 14 years old. He also learned how to play organ, piano, and clarinet. In 1949, Durosier caught the attention of Issa El Saieh, the conductor of the most famous orchestra in Haiti at the time. After joining El Saieh's legendary orchestra, Durosier began an international career of more than 50 years. He wrote many hits such as: "Ma Brune", "Gabelus", "Michaëlle", "Mon capitaine", "Courrier d'Haïti", "Si wal an Ayiti", "Léogane" etc. Guy Durosier died at the age of 68 from pulmonary cancer in Bothell, Washington on August 19, 1999.

❖ Annou aprann koute

✚ Listening in a foreign language

Listening comprehension is not passive as we tend to believe. It's an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. There are many strategies that you can use to understand spoken in Kreyòl.

➤ Listening for words you know

You can get the gist of what you hear by identifying words, expressions and sentences you already know. The audio material that you are about to listen is full of words that you have already learned. Listen for them and pay attention to the context in which they are used.

➤ Listening for cognates

You already know that cognates are words that look the same or have similar spelling and meaning in two languages: for example **otèl** and hotel or **kazino** and casino. Listen for cognates to increase your comprehension of spoken materials in Kreyòl.

➤ Reading before listening

Listening and reading are two different skills, but one can help to achieve the other. For example, reading the lyrics of a song in a foreign language is often the only way to understand it. While songs are a good way to practice listening and pronunciation, you can also use them to learn new vocabulary and grammar. Most importantly, songs also offer a wealth of cultural information about the people who speak the target language.

- ✦ You will discover *Leyogàn*, a song by the famous Haitian singer, Guy Durosier. Before listening to the song, read the lyrics. Try to apply the techniques and use the strategies you've learned to grasp the overall meaning of the song.

A. **Anvan ou li/koute.** Think about the following questions before you read the lyrics. What do you know about Guy Durosier? The title of the song is *Leyogàn*. Does the word "*Leyogàn*" refer to a person or a place in Haiti?

✦ **Here are some new words from the song**

- | | |
|---|----------------------------------|
| - Pòtoprens: the capital of Haiti | - kòb : money |
| - Leyogàn: a country town in Haiti | - granri: main street |
| - lòt jou : the other day | - rete: to stop |
| - fiyèl: godchild | - ranse : to joke |
| - mennen: to take someone to a place | - reziyen : to give up |
| - nanpwen konsa : there is nothing like that | - tounen: go back, return |
| - depi: since | - file : to go fast |
| - osito: as soon as | - vin wè: to visit |
| - fatige : tired | - janm: never |
| - ti nonm : boy | - rive: to arrive |

B. **Pandan w ap li/koute.** In his song's, Durosier talks about his mother's godchild who is from *Leyogàn*. His mother's godchild, who is visiting *Pòtoprens* for the first time, is asks a lot of questions about everything. Guy Durosier answers while his mother's godchild continues to ask questions and compare *Leyogàn* to *Pòtoprens*.

C. **Linguistic cues to help you better understand the text.**

➤ **The following sentences are from the text. Translate them into English:**

1. Lòt jou m ale *Leyogàn*, M al chache ti fiyèl manman m.
2. Pou m mennen l konnen *Pòtoprens*. Pou l vin wè fanmi manman m
3. Li pa t janm konnen *Pòtoprens*. Depi l fèt li te *Leyogàn*.
4. Osito l rive Bizoton. Li kòmanse poze m kesyon.
5. Sou twa jou m menen l Petyonvil. Pou l al wè yon fanmi manman l.

➤ **The following sentences are from the text. Translate them into Kreyòl**

6. When I was tired of the little boy, I took him to a secret place.
7. Ah! This is a bus. Where is it going? It's taking you back to your home town.

D. Answer the following questions in Kreyòl using full sentences.

1. Poukisa chantè a te al Leyogàn pou al chache fyèl manman l?
2. Kilè fyèl la koumanse poze kesyon?
3. Sou konbyen jou yo mennen fyèl la Petyonvil?
4. Di twa bagay fyèl la te wè nan Petyonvil?
5. What happened at the end of the story?
 - Does the mother's godchild want to go back to Leyogàn?
 - Does the mother's godchild go back to Leyogàn?


CD 1-42 – Listen to the song Leyogàn by Guy Durosier
LEYOGÀN

Lòt jou m ale Leyogàn,
M al chache ti fiyèl manman m
Pou m mennen l konnen Pòtoprens O!
Pou l vin wè fanmi manman m.

Sa se Kabàn Choukoun. E gwo kay jòn
sa, sa l ye? A! Sa se Lapolis.

Mennen m desann Pòtoprens.

Li pa t janm konnen Pòtoprens.
Depi l fèt li te Leyogàn.
Osito l rive Bizoton
Li kòmanse poze m kesyon.

5 Lè m te fatigue ak ti nonm sa a. 30
Mwen mennen li yon ti kote.
Se yon ti kote ki te sekrè.
Kote tout moun pa vini.

Sa sa ye sa? Sa se Riviera Otèl.
Et sa, Sa sa ye? Sa se Teyat de vèdi.
O! e bèl bagay sa? Sa se Kazino
Entènasyonal.

10 Sa sa ye la ? A ! Sa se yon fanm. 35
Ki gwo bagay sa ?
Sa se yon gwo fanm.
E poukisa l ap gade m konsa ?
Men e kòb la ou rale a ?

Leyogàn nanpwen konsa!

Mennen m tounen Leyogàn.

Sa sa ye sa? A! Sa se Kontribisyon
monchè. E bèl kay blan sa? Sa se Palè
Nasyonal. E sa k ap fè zip! zip!
Se Rèks Teyat monchè.

15 Lelandmen mwen desann sou granri. 40
Mwen rete yon gwo otobis
Ki t ap fè wout Leyogàn.
Mwen mete l chita ladan l.

Leyogàn nanpwen konsa!

Sa sa ye sa ? A ! sa se yon otobis. 45
E ki kote l prale ?

Sou twa jou m menen l Petyonvil.
Pou l al wè yon fanmi manman l.
Li te fin konn tout Pòtoprens O!
Li te vle konnen lòt bagay.

20 L ap mennen ou tounen nan peyi ou. 50
O! se ranse m t ap ranse wi, m vle rete.
Non monchè !
Reziyen ou tounen monchè O! O!

O! Sa sa ye sa? Sa se otèl El Rancho.
E bèl kay an pay sa?

25 Li file l al Leyogàn gàn gàn gàn!!!!

Source: Music CD « The tribute », November 2001.

CHAPIT DE

Lakay la ak katye a

In this chapter, you will learn language materials and develop skills to talk about where you live, your home, your neighborhood and your possessions.

You will learn how to:

- *describe your house*
- *describe your neighbourhood*
- *talk about your personal belongings*
- *talk about your furnitures*
- *express possession*
- *express yourself in different tenses*
- *give your address*
- *identify geographical features*
- *identify oral vowels around nasal consonants*

You will use:

- *vocabulary for housing, urbanization, architecture and places in a town*
- *vocabulary for house furnitures*
- *vocabulary for personal belongings*
- *some descriptive adjectives*
- *Pa + pronoun*
- *the verb markers ap, pe, te, ta, prale, a, ava, va*
- *the oral vowels and the nasal consonants*
- *Some common verbs.*

Leson 1: *Lakay mwen!*

Leson 2: *Anndan lakay mwen!*

Leson 3: *Zafè pèsònèl mwen!*

Leson 4: *Katye mwen!*

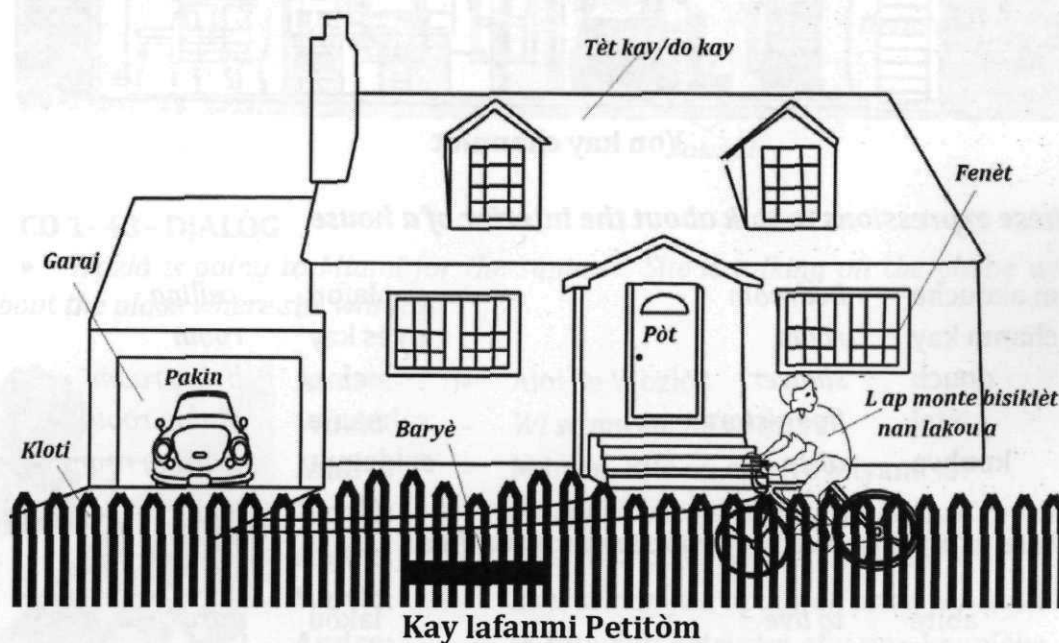
Dosye sosyokiltirèl: *Architecture and housing in Haiti*

Leson 1 : Lakay mwen!

- Language aim: **Talking about your house.**
- Vocabulary: **Ekpresyon ak mo pou pale de kay ou rete**
- Grammar and structures: **Verbal Tense and Aspect Markers**
- Pronunciation and spelling: **Oral vowels plus nasal consonants**
- Listening: **De kay ki nan lweyaj**

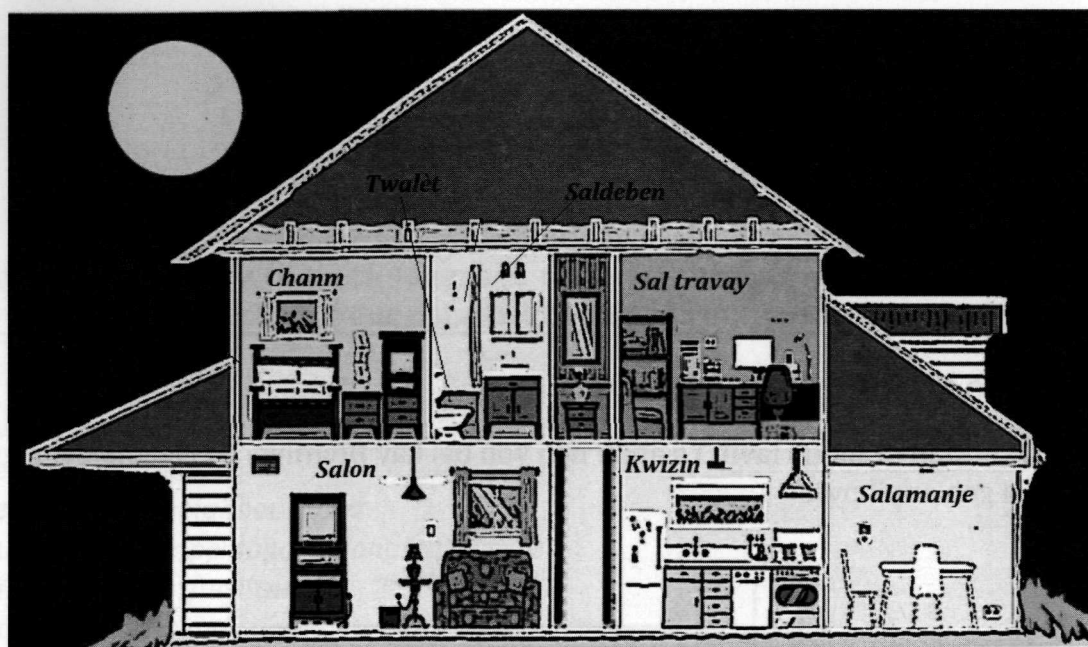
I. Ki kote lafanmi Petitòm abite?

Lafanmi Petitòm se moun lavil. Yo abite nan yon bèl kay Boutilye. Yo rete nan yon gwo kay bas ki gen anpil pyès.



✦ Use these expressions to talk about different types of house

| | |
|-------------|-------------------------|
| kay | house |
| kay bas | one story house |
| kay beton | cement house |
| kay balkon | two or more story house |
| kay bwa | wooden-house |
| kay chanmòt | two or more story house |
| kay pay | thatched-roof house |
| kay tè | mud-walled house |
| kay tòl | tin-roofed house |



Yon kay chanmòt

✦ Use these expressions to talk about the interior of a house

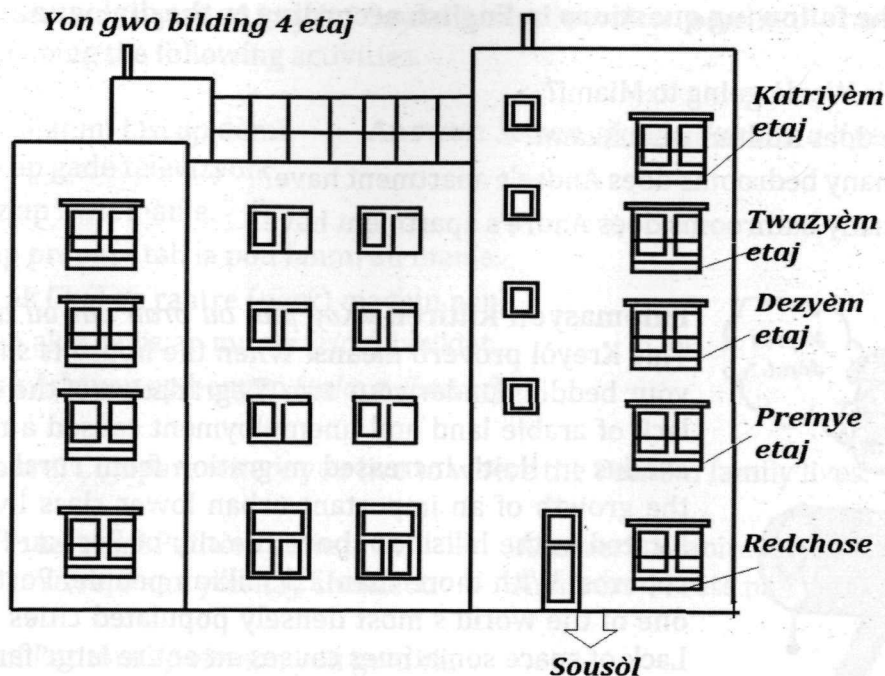
| | | | |
|---------------|-------------|-----------|--------------|
| chanm akouchè | bedroom | plafon | ceiling |
| chanm kay | room | pyès kay | room |
| douch | shower | salon | living room |
| etaj | floor/story | salmanje | dining room |
| koulwa | aisle | saldatant | waiting room |

✦ Use these expressions to talk about where you live

| | | | |
|--------------|---------------|----------------|------------|
| abite | to live | lakou | yard |
| andeyò | countryside | lavil | city, town |
| apatman | apartment | lwen | far |
| atè | ground/floor | machin | car |
| balkon | balcony | pre | Close |
| bisiklèt | bicycle | pakin | garage |
| chanm envite | guess bedroom | pisin | pool |
| kay | house | rete | to live |
| lakay | home | tèt kay/do kay | roof |

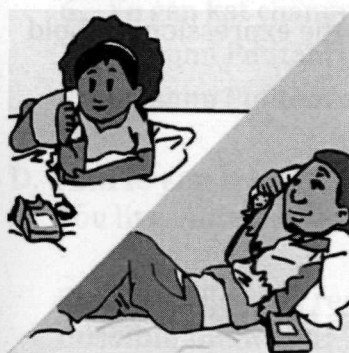
Tout Ayisyen pa rete nan bèl kay menm jan ak lafanmi Petitòm. Yon ka popilasyon ayisyèn nan ap viv nan vil Pòtoprens ki se kapital peyi Dayiti. Kèk ladan yo viv nan apatman ak kay ki pa fin twò mal. Men, pi fò ayisyen se nan katye popilè ak bidonvil yo rete.

Yon gwo bilding 4 etaj



CD 1- 43- DJALÒG

- Wozlò is going to Miami for the summer. She is talking on the phone with Andre about the place where she will stay.



- Andre:** - Alo! Se Wozlò?
- Wozlò:** - Wi se mwen. Kijan ou ye?
- Andre:** - M byen. Kilè ou ap rive Miyami la?
- Wozlò:** - Madi pwochen si dye vle. Pale m de kay ou a non.
- Andre:** - Oke. Kisa ou ta renmen konnen?
- Wozlò:** - Èske se nan yon apatman oswa yon kay ou rete?
- Andre:** - M rete nan katriyèm etaj yon konplèks apatman ki nan yon bilding senk etaj.
- Wozlò:** - Fòk mwen pran eskalye pou monte lakay ou?
- Andre:** - Wi ou kab pran eskalye oswa asansè.
- Wozlò:** - Konbyen pyès ki gen nan apatman an?
- Andre:** - Gen kat pyès nan apatman an. Gen yon salon, yon salamanje, ak de chanm akouche.
- Wozlò:** - Konbyen twalèt ki genyen?
- Andre:** - Se yon sèl twalèt ki genyen men li gwo anpil.

✦ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. When is Wozlò going to Miami?
2. Where does Andre live in Miami?
3. How many bedrooms does Andre's apartment have?
4. How many bathrooms does Andre's apartment have?



Enfòmasyon kiltirèl: «*Kay piti, ou pran nat ou anba bra ou.*» This Kreyòl proverb means: When the house is small, you hold your bedding under your arm. Degradation of the environment, lack of arable land and unemployment caused a massive rural exodus in Haiti. Increased migration from rural areas caused the growth of an important urban lower class living in slums located in the hillsides above the city of Port-au-Prince and its suburbs. With more than 2.5 million people, Port-au-Prince is one of the world's most densely populated cities in the world. Lack of space sometimes causes an entire large family to live in a small one-room house. Therefore, as the proverb says: when the house is small, you hold your bedding under your arm.

ANNOU PRATIKE

A. **E ou menm?** Complete the following sentences with one of the expressions in bold so it corresponds to your situation.

1. M rete nan yon **apatman/kay beton/kay bas/kay chanmòt**.
2. Kay m rete a **bèl anpil/lèd anpil**.
3. Kay mwen **lwen inivèsite a/pre inivèsite a**.
4. M abite **andeyò/nan pwovens/lavil**.
5. Nan kay m rete a gen **yon pyès/de pyès /twà pyès /plis pase twa pyès**.
6. Chanm mwen nan **premye etaj/dezyèm etaj/twazyèm etaj**.
7. Tèt kay mwen fèt **an tòl/an beton/an pay**.
8. Mwen pase anpil tan nan **chanm mwen/kuizin nan/salon an**.

B. Ki kote moun sa yo ye nan kay la? Say where or in which room in the house these people are doing the following activities.

Example : Manmi Lisi ap dòmi. → **Answer:** *Se nan chanm akouche a li ye.*

1. Wozlò ap gade televizyon.
2. Mimoz ap kwit manje.
3. Mari ap prepare tab la pou fanmi an manje.
4. Aleksi ak Chal ap rantre (*park*) machin nan.
5. Adriyen ak Anayiz ap monte (*ride*) bisiklèt.
6. Granmè Adriyen ap benyen (*take a shower*).

C. Ann konpare! Compare where you live to where the Petitòm family lives.

Example 1: Lafanmi Petitòm abite lavil. → **Answer:** M abite lavil tou (*also*).

Example 1: Yo rete nan yon kay chanmòt. → **Answer:** M rete nan yon kay bas.

1. Lafanmi Petitòm ap viv nan yon gwo vil.
2. Yo rete nan yon gwo kay.
3. Kay yo gen uit pyès.
4. Chanm Wozlò nan dezyèm etaj.
5. Kay Lafanmi Petitòm gen bèl lakou.
6. Yo gen kat chanm akouche.
7. Lafanmi Petitòm gen pisin lakay yo.
8. Lafanmi Petitòm abite nan yon kay beton.

D. Ann fè yon ti konvèsasyon! - Your classmate is asking a lot of questions about where you live. Answer with complete sentences.

Example: Èske ou renmen kote ou rete a? Poukisa?

Possible Answer 1: Wi. M renmen apatman kote m rete a paske li pre inivèsite a.

Possible Answer 2: Non. M pa renmen kay kote m rete a paske li pa gen bèl lakou.

1. Èske ou rete nan kay oswa nan yon apatman?
2. Ki kote ou rete? Lavil oswa andeyò?
3. Konbyen pyès lakay ou genyen ?
4. Konbyen chanm akouche ki gen lakay ou ?
5. Nan ki pyès ou konn etidye oswa fè devwa ou?
6. Èske gen gwo lakou ak pisin lakay ou?
7. Chanm Wozlò nan dezyèm etaj?
8. Dapre ou menm, ki pyès ki pi enpòtan nan yon kay? Poukisa?

II. Verbal Tense and Aspect Markers

- ✚ Verbs are not conjugated in Kreyòl. The form of the verb never changes to indicate different persons. Look at the following examples showing that only one form of the verb is used for different subjects.

| | |
|-----------------------------|------------------------------------|
| 1. Mwen manje chak jou. | - I eat everyday. |
| 2. Ou manje chak jou. | - You eat everyday. |
| 3. Li manje chak jou. | - She/he eats everyday. |
| 4. Wozlò manje chak jou. | - Wozlò eats everyday. |
| 5. Nou manje chak jou. | - We eat everyday. |
| 6. Nou manje chak jou. | - You eat everyday. |
| 7. Yo manje chak jou. | - They eat everyday. |
| 8. Adriyen ak Anayiz manje. | - Adriyen and Anayiz eat everyday. |

- ✚ Unlike English the form of the verb does not change to express various tenses such as past, present and future; or various moods and aspects such as the indicative, the conditional and the progressive. Consider the following examples.

| | |
|--------------------------|-------------------------|
| 1. Wozlò manje chak jou. | - Wozlò eats everyday. |
| 2. Wozlò ap manje. | - Wozlò is eating. |
| 3. Wozlò Ø manje. | - Wozlò ate. |
| 4. Wozlò te manje yè. | - Wozlò ate yesterday. |
| 5. Wozlò pral manje. | - Wozlò is going to eat |
| 6. Wozlò ava manje | - Wozlò will eat. |
| 7. Wozlò ta manje. | - Wozlò would eat. |

- ✚ While English uses inflexion sometimes, Kreyòl uses verb markers which are short particles expressing different aspects, tenses and moods. As you can see in the examples above, the verb particles always occur before the verb and they are: **te** for the past; **ap**, **ape** or **pe** for the progressive and the future sometimes; **pral**, **a**, **va**, **ava** for the future; and **ta** for the conditional.

- ⚡ Note that when the basic form of action verbs is used without any verb markers, it is generally understood as referring to the past unless there is an element in the sentence indicating otherwise.

- Wozlò Ø manje. Wozlò ate.
- Wozlò manje chak jou. Wozlò eats everyday.

ANNOU PRATIKE

- A. Kisa yo fè chak jou?** Complete these interrogative sentences by translating the English verbs in parenthesis into Kreyòl. What can you say about the form of the Kreyòl verbs?

Example : Èske Mari (*eat*) diri chak jou? → **Answer:** Wi, Mari manje diri chak jou.

1. Èske Wozlò (*erase*) tablo a chak jou?
2. Èske li (*do*) devwa li chak jou?
3. Èske yo (*listen*) radyo chak jou?
4. Èske Jak ak Aleksi (*watch*) televizyon chak jou?
5. Èske Adriyen ak Mari (*etidye*) leson yo chak jou?

- B. Kilè yo fè bagay yo?** Complete the following sentences by translating the English verbs in parenthesis into Kreyòl. What can you say about the form of the Kreyòl verbs?

Example: Jak (*worked*) avanyè. → **Answer:** Jak te travay avanyè.

1. Malou (*would buy*) yon bèl kay chanmòt.
2. Li (*lives*) andeyò.
3. Aglaye ak Beniv (*are talking*) nan telefòn.
4. Andre (*will sell*) gwo kay beton li a.
5. Malèn pa (*did not like*) lekòl la.

- C. E ou menm?** As in the example below, answer the following questions about yourself and your family.

Example: Nan ki lane ou te fèt? → **Answer:** M te fèt nan lane 1979.

1. Kisa ou manje maten an?
2. Ki kote ou ta renmen ale an vakans?
3. Kisa ou pral fè apre kou kreyòl la.
4. Kimoun ou pi renmen nan fanmi ou?
5. A kilè kou kreyòl la fini Jodi a?

III. Oral vowels and nasal consonants

- ✚ You've learned that Kreyòl has seven oral or non-nasal vowels (**a, e, è, o, ò, i, ou**). You also learned that the grave accent mark is only found on the top of three of the seven non-nasal vowels (**è, ò, à**).
- ✚ Remember that the nasal vowels (**an, en, on**) as in the words **pan, lapen, bon** are considered as one single nasal sound. However, when the accent mark is placed on the top of the (**è, ò, à**) before an (**n**) they become two different sounds like in the words **pàn, lapèn, bòn**.

ANNOU PRATIKE



A. CD 1- 44 – Listen and repeat.

| | | |
|---------------------------|-------------------|-----------------------|
| ren vs rèn | mon vs mòn | pan vs pàn |
| plèn vs plèn | kon vs kòn | van vs vàn |
| ayisyen vs ayisyèn | ton vs tòn | plan vs plàn |
| lapen vs lapèn | bon vs bòn | gan vs Leyogàn |

B. Here are sentences with the words you've learned.

| | |
|---|--|
| 1. Rèn nan gen yon fo ren. | - The queen has an artificial kidney. |
| 2. Toujou plèn dlo sou plèn sa a. | - This flat land always experiences flooding. |
| 3. Ayisyen ak ayisyèn p ap dekouraje. | - Haitian men and women will not give up. |
| 4. Lanmò lapen an fè l lapèn. | - The death of the rabbit makes him sad. |
| 5. Mon Sinayi se yon mòn li ye. | - Mount Sinai is a mountain. |
| 6. Kòn kabrit long kon kòn towò. | - Goat horns are as long as bull horns. |
| 7. Ton Sam gen yon tòn bagay pou l fè. | - Uncle Sam has tons of things to do. |
| 8. Bòn sa a se yon bon moun. | - This maid is a good person. |
| 9. Machin nan pran pàn ak yon bann pan ladan l. | - The car broke down with a lot of peacocks in it. |
| 10. Se sèl Bondye ki kab fèmen vàn van an. | - God is the only one who can stop the flow of the wind. |
| 11. Sifas dlo plàn epi orizontal. | - The water surface is flat and horizontal. |
| 12. Li gen yon bon plan. | - He has a good plan. |
| 13. L al leyogàn pou achte de gan. | - He went to Leogane to buy two gloves. |

C. CD 1- 45 – **Yon ti dikte.** Listen carefully and write down the missing words.



Example: You hear → _____ nan gen fo _____.

You write → Rèn nan gen yon fo ren.

1. Toujou _____ dlo sou _____ sa a.
2. Lanmò _____ an fè nou _____.
3. _____ mwen an se yon _____ moun.
4. Bondye louvri _____ an.
5. Vil _____ chaje ak _____.
6. _____ Sinayi se yon _____ li ye.
7. _____ kabrit long _____ kòn towò.
8. _____ Sam gen yon _____ bagay pou l fè.

IV. Annou Koute

✚ Preparing for listening

You will use what you have learned to understand the following recording describing two houses.



CD 1- 46 – De kay ki nan lweyaj (lweyaj = for rent)

- A. Anvan ou koute.** Imagine that you are the head of a family and you are looking for a house to rent. Make a list of what you want and what you do not want in the house.

B. Pandan w ap koute. Aleksis is describing two houses that he visited. Listen carefully to what he says about each house.

1. Check what one can find in each house.

| | PREMYE KAY LA | DEZYÈM KAY LA |
|--------------------|---------------|---------------|
| Gwo kay chanmòt | | |
| Kay bas | | |
| Lwen inivèsite a | | |
| Lakou ak bèl jaden | | |
| Andeyò | | |
| Lavil | | |
| Pakin | | |
| Pisin | | |
| Gwo kwizin | | |
| Pre lekòl la | | |

2. Listen again to verify that you have checked all the details that Aleksis mentioned.

C. Lè ou fin koute. Discuss the following questions in Kreyòl with your classmates.

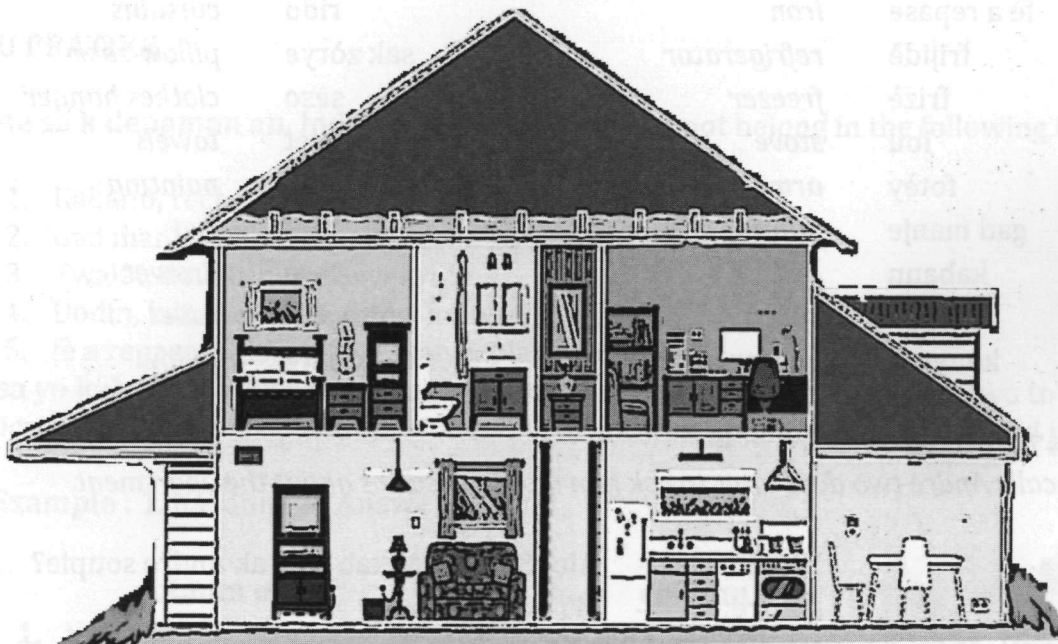
1. Dapre deskripsyon Aleksis fè sou de kay yo, èske fòk li ta lwe premye a oswa dezyèm nan? Poukisa?
2. E ou menm? Ki kay ou prefere? Poukisa?

Leson 2 : Anndan lakay mwen!

- Language aim: *Describing the interior of your house.*
- Vocabulary: *Ekpresyon ak mo pou pale de anndan lakay ou*
- Grammar and Structures: *The present and past progressive*
- Pronunciation and Spelling: *The oral vowels /e/ vs /è/; /o/ vs /ò/ and /a/ vs /à/*
- Speaking: *Yon koutye*

I. Kisa k genyen anndan lakay Petitòm?

Lafanmi Petitòm se moun rich. Yo gen anpil mèb ak anpil lòt bagay lakay yo.



Mèb anndan lakay Petitòm

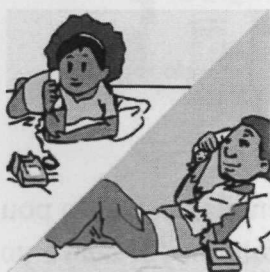
Lafanmi Petitòm se boujwa yo. Yo byen meble kay yo. Nan chanm yo, gen plaka ak sèsò pou kwoke rad. Gen kabann ki kouvri ak dra epi kouvreli. Gen zòrye sou kabann yo. Zòrye yo anndan bèl sak zòye. Epi bò tèt kabann yo, gen de ti tab. Youn gen yon abajou sou li epi lòt la gen yon revèy. Nan saldeben an, gen douch la ki bare ak yon rido. Gen yon lavabo kote pou bwose dan epi lave figi. Gen gwo sèvyèt pou siye kò tou. Nan salon an, gen plizyè bèl tablo ki kwoke nan mi an. Gen kanape ak dodin pou chita. Gen televizyon, radyo, etajè pou liv elatriye. Nan kwizin nan menm, gen fou, recho ak bonbon gaz ladan l. Gen frijidè ak gad manje. Lè gen gwo dine, se sou gwo tab nan salamanje a moun yo chita pou manje. Yo toujou mete bèl nap ak kouvè sou tab la. Kay lafanmi Petitòm vrèman byen meble.

✦ **Use these expressions to talk about furnitures and other things in a house**

| | | | |
|-----------------|---------------|-----------|-----------------------|
| abajou | lanpshade | limyè | light |
| anpoul elektrik | light bulbs | mèb | furniture |
| etajè pou liv | bookcase | meble | furnished |
| bifèt | cabinet | nap | tablecloth |
| bonbòn gaz | gas tank | plaka | closet |
| dodin | rocking chair | planchèt | ironing board |
| douch | shower | rad | clothes |
| dra | bed sheets | revèy | clock |
| eskalye | stairs, | recho | charcoal burner grill |
| etajè | shelves | recho gaz | oven |
| fè a repase | iron | rido | curtains |
| frijidè | refrigerator | sak zòrye | pillow case |
| frizè | freezer | sèsò | clothes hanger |
| fou | stove | sèvyèt | towels |
| fotèy | armchair | tablo | painting |
| gad manje | pantry | tapi | rug |
| kabann | bed | tiwa | drawer |
| kanape | couch | twalèt | toilet |
| kouvreli | bedspread | zòrye | pillow |

CD 1-47 DJALÒG

Wozlò calls Andre two days later to ask him more questions about the apartment.



- Wozlò:** - Alo! Bonjou! M kab pale ak Andre souple?
- Andre:** - Wi se mwen wi.
- Wozlò:** - M bezwen plis enfòmasyon sou apatman an. Ki mèb ki gen nan chanm m pral dòmi an?
- Andre:** - Gen yon tab denui, yon kabann de plas ak de zorye sou li. Men fòk ou pote dra ak sak zòrye.
- Wozlò:** - Èske gen abajou ak revèy bò tèt kabann nan?
- Andre:** - Wi, men fòk ou achte anpoul pou abajou a.
- Wozlò:** - Oke. E kisa k gen nan salon an?
- Andre:** - Gen tout bagay: kanape, fotèy, televizyon, radyo, etajè pou liv, tab, chèz elatriye.
- Wozlò:** - Oke mèsi Andre. M ale. N ap pale tande.
- Andre:** - Babay Wozlò. M ap tann ou.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. What furnitures does the bedroom where Wozlò will sleep have?
2. What does Wozlò have to bring for the bedroom?
3. Is there a night clock in the bedroom?
4. What is missing in the lampshade?
5. What furnitures and appliances does the living room have?

❖ **Enfòmasyon kiltirèl:** *Lakay se lakay*. This Kreyòl proverb means: "There is no place like home." Or "Home sheet home." As a typical Haitian, Wozlò might be happy visiting a foreign country but she will be homesick soon and she will want to go back to Haiti.

ANNOU PRATIKE

A. Wete sa k depaman an. Indicate the word that does not belong in the following lists.

1. Kabann, recho, sak zòrye, dra, abajou
2. Gad manje, frijidè, douch, recho gaz, fou
3. Twalèt, douch, nap, sèvyèt rido
4. Dodin, kanape, tablo, fotèy, kouvrel
5. fè a repase, sèsò, plaka, eskalye, planchèt

B. Di sa yo kab fè ak mèb oswa aparèy sa yo. Match column one to column two to indicate what one can do with the following furnitures, appliances or household items.

Example : 1. Kabann → **Answer:** j. dòmi

column one

1. Kabann
2. Kanape
3. Fè a repase
4. Frijidè
5. Sèsò
6. Recho a gaz
7. Sèvyèt
8. Revèy
9. Douch
10. Nap

column two

- a) Fè glas (ice)
- b) Kwoke (hang) rad
- c) Kwit manje vit
- d) Siye kò ak figi
- e) Ranje tab
- f) Leve bone
- g) Pase rad
- h) Benyen
- i) Chita alèz
- j) Dòmi
- k) tablo

C. Kisa moun sa yo bezwen pou fè bagay sa yo? Indicate one or two furnitures, appliances or household items that these people need to do the following activities.

Example : Aleksi vle griye vyann (grill). → **Answer:** Li bezwen recho, recho a gaz.

1. Wozlò gen dòmi.
2. Adriyen vle chita byen alèz (sit comfortably)
3. Chal vle benyen epi lave figi l.
4. Chal fin benyen, li vle siye kò l.
5. Mimoz vle kwit manje a vit.
6. Anri vle kouvri kabann nan.
7. Anayiz vle ranje tab nan salamanje a.
8. Mari vle pase rad li yo.
9. Mara vle mete glas (ice) nan limonad li a.
10. Aglaye vle leve bonè demen matin.

D. Ann fè yon ti konvèsasyon! - Your classmate is asking a lot of questions about furniture and appliances in your house. You must answer with complete sentences. Note that answers will vary.

1. Èske ou renmen twalèt lakay ou a? Poukisa?
2. Kisa ki genyen nan chanm akouche w?
3. Ki mèb ou ta renmen ajoute nan chanm akouche ou?
4. Kisa ki genyen nan kwizin lakay ou?
5. Èske gen anpil liv lakay ou? ki kote ou ranje yo?
6. Konbyen plaka ki genyen lakay ou? Nan ki pyès yo ye?
7. Lè ou fin lave, ki kote ou pase rad ou?
8. Kisa ou pa renmen lakay ou. Kouman ou ta chanje sa?

II. The habitual and progressive present tense

- ✦ **Present tense** - You learned that Kreyòl just uses the basic form of stative or nonstative verbs to express the present tense. In other words, Kreyòl uses Ø verb marker to express a habitual action or to state a fact in the present tense. Note that descriptive adjective behave like stative verbs in Kreyòl. Consider theses examples.

- | | |
|---|---|
| 1. Aleksì travay chak jou nan lekòl la. | <i>Aleksì works at the school everyday.</i> |
| 2. Li se pwofesè lekòl. | <i>He is a school teacher.</i> |
| 3. Malèn renmen Anri. | <i>Malèn loves Anri.</i> |
| 4. Manzè Lisi rich anpil. | <i>Mrs. Lisi is very rich.</i> |
| 5. Malou pa blan. Li se yon moun nwa. | <i>Malou is not white. She is a black person.</i> |

- ✦ **Present progressive tense** - You also learned that Kreyòl uses the verb particle **ap** with variants (**ape**, **pe**, and **p**) with nonstative verbs to indicate ongoing actions in the present tense. Use **ap** or its variants to express an action in progress at the moment of speech and the short form **p** in negative sentences. Consider these examples.

- | | |
|----------------------------|----------------------------|
| 1. Andre ap travay. | <i>Andre is working.</i> |
| 2. L ape travay. | <i>He is working.</i> |
| 3. Li pe travay. | <i>He is working.</i> |
| 4. Li p ap dòmi. | <i>He is not sleeping.</i> |
| 5. Li pa p dòmi. | <i>He is not sleeping.</i> |

- ✦ Note that (**ap**) is mostly used in Port-au-Prince and it is the most common variant form used in Kreyòl to express ongoing actions. The other variants are regional variations. For instance, the form (**ape**) is use in Northern Haiti and (**pe**) is used in Southern Haiti.
- ✦ Note also that (**ap**) cannot be used with **ale** (to go). It's incorrect to say for example:

~~Mari ap ale lakay.~~ *Mari is going home.*

- ✦ When (**ap**) occurs before the verb **ale**, it combines with that verb tp produce the form **prale** or the short form **pral**. Thus, (**ap + ale**) = **prale** or **pral**.

- | | |
|------------------------|--------------------------------|
| 1. Mari prale lakay. | <i>Mari is going home.</i> |
| 2. Mari pa pral lakay. | <i>Mari is not going home.</i> |

ANNOU PRATIKE

A. Kisa yo toujou fè? Indicate how these people and yourself are or feel and what you do on a regular basis. Translate the English verb into Kreyòl when necessary to answer. Make sure you put the verb at the right place in your sentences.

Example : Mari ak zanmi l chak wikenn. (*To go out*)

Answer: Mari soti ak zanmi l chak wikenn.

1. Wozlò chak samdi. (*To work*)
2. Manmi Lisi pa ameriken li ye. (*to be*)
3. Mara pa cheve kout. (*To have*)
4. Yo Ayiti chak ane. (*To go*)
5. Mwen jwe baskètbòl ak zanmi m yo. (*To love*)
6. Aleksi yon pwofesè lekòl li ye. (*To be*)
7. Adriyen bisiklèt nan lakou a chak apremidi. (*To ride*)
8. Manman m bèl anpil. (*To be*)
9. Anayiz pa machin. (*To have*)
10. Pa blanse franse mwen ye. (*To be*)

B. E ou menm? Answer the following questions to indicate how you and your family are, what you feel and what you usually do. Answer with full sentences as in the example below.

Example 1: Èske ou se etidyan?

→ **Answer:** Wi, M se etidyan.

Example 2: Èske Anayiz etidye chak jou?

→ **Answer:** Non, li pa etidye chak jou.

1. A kilè ou leve maten an?
2. Èske ou se bayameyen, ayisyen oswa ameriken?
3. Ki kote ou rete?
4. Kilès ou pa renmen nan fanmi ou?
5. A kilè ou dòmi chak jou?
6. Ki kote ou prale?
7. Èske ou travay byen lekòl?
8. Ki laj ou genyen?
9. Kouman ou ye jodi a ?
10. Ki jou ou vinn nan kou kreyòl la?

C. **Sa k ap pase?** Indicate what is going on now by putting the following basic verb forms into the progressive form. Follow the examples.

Example 1: Mwen – manje pen? → **Answer:** M ap manje pen.

- | | |
|----------------------------------|-------------------------------|
| 1. Mwen- travay matematik | 6. Jak – mache nan lari a. |
| 2. Li – ekri sou tablo a. | 7. Wozlò – gade televizyon. |
| 3. Adriyen – pa etidye leson li. | 8. Adriyen – monte bisiklèt. |
| 4. Kouzin mwen – ale lakay li. | 9. Lwi – ale Pòtoprens. |
| 5. Yo – manje diri ak pwa. | 10. Nou – dòmi nan chanm nan. |

D. **Kisa y ap fè kounye a?** Answer the following questions to indicate what you and your family are doing right now. Answer with full sentences as in the examples.

Example 1: Èske ou manje? → **Answer:** M ap manje kounye a.

Example 2: Adriyen pa etidye? → **Answer:** Adriyen p ap etidye non.

- | | |
|----------------------------|---|
| 1. Ou etidye? | 6. Aleksi mete machin nan nan garaj la? |
| 2. Li kwit manje a? | 7. Wozlò netwaye kwizin nan? |
| 3. Mari ranje tab la? | 8. Adriyen benyen? |
| 4. Anayiz al lekòl? | 9. Lwi ale nan travay? |
| 5. Yo achte diri ak pwa a? | 10. Yo dòmi nan chanm nan? |

III. The oral vowels /e/ vs /è/; /o/ vs /ò/ and /a/ vs /à/

- ⚡ You learned that the grave accent mark is only found on the top of three of the seven non-nasal vowels (*è, ò, à*). Note that it is very important to use the accent mark when necessary because it does not simply indicate a change in the pronunciation. In many instances, it also changes the meaning of the words. For example the word **po** means skin while **pò** means port or pores in other contexts.
- ⚡ Note that unlike (*è, ò*), the vowel (*à*) occurs only before (*n*) to indicate that the (*a*) and the (*n*) does not combine to form one nasal vowel sound like in the word **van** for example.

ANNOU PRATIKE



A. CD 1- 48 – Listen carefully and repeat the following pairs.

| | | |
|---------------------------|-------------------|-----------------------|
| pwofese vs pwofesè | mo vs mò | an vs Àn |
| kle vs klè | po vs pò | leman vs lamàn |
| lame vs lamè | lo vs lò | pan vs pàn |
| ven vs vèn | bon vs bòn | Jan vs Jàn |

B. Here are sentences with the words you've learned.

- | | |
|---|--|
| 1. Li se yon pwofesè ki pa pwofese. | <i>He is a teacher who does not practice.</i> |
| 2. Kle a fè bagay yo klè. | <i>The key make things clear.</i> |
| 3. Lamè a te nan lame. | <i>The elderly woman was in the army.</i> |
| 4. gen ven vèn ki koupe. | <i>There are twenty veins that were cut.</i> |
| 5. Okenn mo pa kab soti nan bouch yon mò. | <i>No word can come from the mouth of a dead person.</i> |
| 6. Pò ki nan po w yo bouche. | <i>The pores on your skin are clogged.</i> |
| 7. Gen yon lo lò nan tonm nan. | <i>There a pile of gold in the tomb.</i> |
| 8. Bòn sa a se yon bon moun. | <i>This maid is a good person.</i> |
| 9. Ti Àn gen en an. | <i>Little Anne is one year old.</i> |
| 10. Priyè rale lamàn tankou leman. | <i>Prayers attract manna like magnets.</i> |
| 11. Jan renmen Jàn anpil. | <i>John loves Anne a lot.</i> |

C. CD 1- 49 – Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → _____ a fè bagay yo vin _____.

You write → kle a fè bagay yo vin klè.

1. _____ renmen _____ anpil.
2. Yon _____ pa kab di okenn _____.
3. _____ a te nan _____ lè l te jenn.
4. Priyè rale _____ tankou _____.
5. Li se yon _____ ki pa _____ metye l.
6. Gen _____ ki koupe nan tèt li.
7. _____ sa a se yon _____ moun li ye.
8. Ti _____ gen en _____ sèlman.

IV. Annou Pale

⬇ Preparing for speaking - Yon koutye

In this activity, you will use what you have learned to play either a real estate agent or a person looking for an apartment to rent.

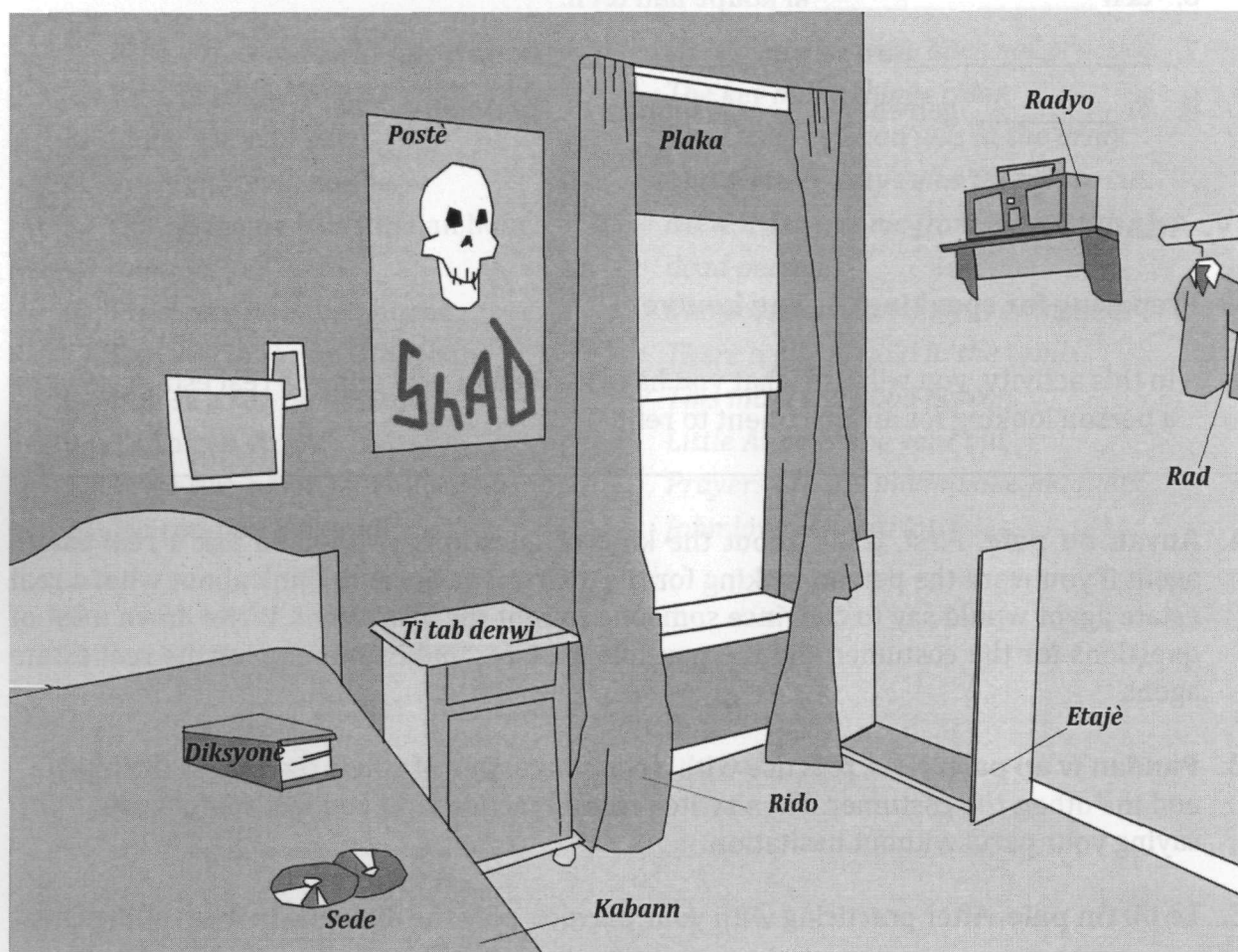
- A. Anvan ou pale.** First, think about the kind of questions you would ask a real estate agent if you were the person looking for the apartment. Second, think about what a real estate agent would say to convince someone to rent the apartment. Write down a list of questions for the costumer and the possible answers and comments for the real estate agent.
- B. Pandan w ap pale.** Now, practice with a classmate. One of you is the real estate agent and the other, the costumer. Then switch roles. Practice until you feel comfortable saying your parts without hesitation.
- C. Lè ou fin pale.** After practicing with your partner, play the dialogue in front of the class.

Leson 3 : Zafè pèsònèl mwen!

- Language aim: *Talking about your belongings*
- Vocabulary: *Ekpresyon ak mo pou pale de bagay ou genyen.*
- Grammar and Structures: *The simple and past progressive tenses*
- Pronunciation and Spelling: *The front rounded vowels*
- Listening: *De chanm*

I. Zafè pèsònèl Wozlò

Wozlò gen anpil bagay. L ap pale de sa li posede nan chanm li ak kèk lòt kote nan kay la.



Chanm Wozlò

Chanm Wozlò gen anpil bagay ladan l. Se nan chanm li, Wozlò sere tout zafè pèsònèl li. Ou pa kapab wè tout sa Wozlò genyen paske l sere yo anndan plaka, nan bifèt ak nan tiwa. Wozlò se moun ki gen lòd. Li toujou byen ranje chanm li. Kèk fwa, lè l ap prese soti, li

gendwa kite youn oswa de bagay san ranje. Pa egzanzp, li bliye ranje diksyonè a ak sede yo ki sou kabann nan. Sinon, tout bagay byen annòd nan chanm Wozlò.

✦ *Use these expressions to talk about your personal belongings and other things*

| | | | |
|-------------|--------------|----------------|----------------|
| aparèy foto | camera | linèt | glasses |
| ayipòd | ipod | nitenndo | Nintendo |
| bijou | jewelry | òganize | organized |
| bwòsdan | toothbrush | pafen | perfume |
| bwòstèt | hair brush | postè | posters |
| deranje | not in order | pwòp | clean |
| devede | DVDs | rad | clothes |
| devedeplyè | DVD player | ranje | in order |
| diksyonè | dictionary | sal | dirty |
| foto | photos | sede | CDs |
| gaye | messy | telefòn selilè | cellular phone |
| gita | guitar | vantilatè | fan |
| laptòp | laptop | valiz | bag |



CD 1- 50 – DJALÒG

- *Wozlò is showing her house to his friend Jak. She is comparing her bedroom to her sister's bedroom. Listen carefully.*

- Wozlò:** - Sa se chanm ti sè m nan. Li pa janm ranje anyen.
- Jak:** - Se vre wi. Li kite rad ak bijou l yo sou kabann nan.
- Wozlò:** - Men gade li bliye pran telefòn selilè li a ak Ayipòd li a.
- Jak:** - Kisa sa ye la? Se pa bwòsdan li ki atè a?
- Wozlò:** - Se konsa wi! Tout bagay li toujou gaye.
- Jak:** - Bon! Wozlò, ban m wè chanm pa w la non.
- Wozlò:** - Oke. Sa se chanm pa m nan. Ou wè li byen ranje.
- Jak:** - A! wi. M wè tout bagay nan plas yo. Pa gen anyen atè a.
- Wozlò:** - Se sa. Kabanm mwen ranje epi tout rad mwen yo nan plaka.
- Jak:** - Konpliman machè. Ou se yon moun ki byen òganize.

+ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. What is on the bed of Wozlò's sister?
2. What does Wozlò's sister forget to take with her?
3. Where is Wozlò's sister toothbrush?
4. How is Wozlò's sister bedroom?
5. Does Wozlò's sister a well organized person?
6. How is Wozlò's bedroom?

❖ **Enfòmasyon kiltirèl:** Although economically poor, many young Haitians living in urban areas, even some of those who live in countryside, have access to new electronic gadgets like ipod, iphone, laptop, video game etc. Haitians tend to refer to these new gadgets using their English name but with a clear Creole pronunciation. For example, a laptop computer is a **laptòp** in Kreyòl; the portable media player's brand name Ipod is called **Ayipòd**; the brand name video game Nintendo is called **Nitenndo**; the cellular phone Blackberry is called **Blakbèri** and the Iphone is called **Ayifòn** in Haiti.

ANNOU PRATIKE

A. **Kouman lakay ou ye?** Use **vrè** or **fo** to indicate whether or not your bedroom is well-organized and clean or not.

1. Chanm mwen toujou gaye.
2. Tout bagay mwen toujou atè oswa sou kabann nan.
3. Rad mwen pa janm byen ranje nan plaka a.
4. Diksyonè m ak lòt liv mwen yo toujou sou etajè a.
5. M pa konn bliye telefòn ak Ayipòd mwen.
6. Mwen toujou ranje devede, sede ak bijou m yo nan tiwa.
7. Chanm mwen sal anpil.
8. Laptòp mwen toujou sou biwo a.

Chanm Wozlò

Chanm Wozlò gen anpil bagay ladan li. Se nan chanm li, Wozlò sere tout zafè pèsònèl li. Ou pa kapab wè tout sa Wozlò genyen paske li sere yo nan dè plaka, nan biwò ak nan tiwa. Wozlò se moun ki gen lòd. Li toujou byen ranje chanm li. Kek fwa, li ap preve sou li.

B. Kouman Chanm yo ye? Use one of the following words to fill the blank in each sentence.

sal, tiwa, pwòp, rad, ranje, òganize, Ayipòd, etajè, telefòn selilè, plaka, bwòsadan

1. Wozlò se moun se moun ki byen òganize. Chanm li toujou byen _____.
2. Wozlò mete tout devede, sede ak bijou l yo nan yon _____.
3. Rad Wozlò toujou byen ranje nan _____ a.
4. Diksyonè ak lòt liv Wozlò yo toujou sou _____ a.
5. Wozlò toujou netwaye, chanm li _____ anpil.
6. Tout bagay Mari toujou atè oswa gaye sou kabann li. Li pa _____.
7. _____ Mari yo pa janm byen ranje nan plaka a.
8. Mari bezwen koute mizik men li bliye _____.
9. Mari pa kab rele zanmi l paske li bliye _____ li.
10. Mari pa janm netwaye, chanm li _____ anpil.

C. Ann fè yon ti konvèsasyon! - Your classmate is asking a lot of questions about your bedroom. You must answer with complete sentences. Note that answers will vary.

1. Èske ou renmen chanm ou? Poukisa?
2. Kisa ki genyen nan chanm ou?
3. Èske tout bagay ou toujou byen ranje?
4. Èske ou genyen telefòn selilè ak Ayipòd? Kibò ou konn ranje yo?
5. Lè ou fin lave epi pase, ki kote ou ranje rad ou?
6. Èske ou genyen laptòp? Kibò ou mete l lè ou fin itilize l?
7. Èske chanm ou toujou pwòp oswa sal? Poukisa?

II. The simple and past progressive tenses

✚ You learned that when the basic form of action verbs is used without any verb markers, it is generally understood as referring to the past unless there is an element in the sentence indicating otherwise. Consider these two examples.

- Wozlò Ø netwaye chanm li. *Wozlò cleaned her bedroom.*
- Wozlò Ø netwaye chanm li chak jou. *Wozlò cleans her bedroom everyday.*

- ✚ Here are a few words referring to the time that are useful to help you distinguish between habitual present actions and simple past actions.

| PRESENT TENSE EXPRESSIONS | | PAST TENSE EXPRESSIONS | |
|---------------------------|-----------------------|------------------------|---------------------------------|
| Jodi a | <i>Today</i> | Avanyè | <i>The day before yesterday</i> |
| Kounye a | <i>Now</i> | Dimanch pase | <i>Last Sunday</i> |
| Kounye a la | <i>Right now</i> | Lane pase | <i>Last year</i> |
| Nan moman an | <i>At the moment</i> | Mwa pase | <i>Last month</i> |
| Nan jounen an | <i>during the day</i> | Semenn pase | <i>Last week</i> |
| | | Yè | <i>Yesterday</i> |
| | | Deja | <i>Yet</i> |
| | | Poko | <i>Yet</i> |

- ✚ **Simple past tense** - While past actions are usually expressed by the zero (Ø) verb form, simple past tense is formed in Kreyòl by putting the verb particle (**te**) long form or short form (**t**) before both stative and nonstative verbs. Consider the following examples.

- | | |
|--|--|
| 1. Aleksì te ekri non li sou tablo a. | - <i>Aleksì wrote his name on the board.</i> |
| 2. Li te pwofesè lekòl. | - <i>He was a school teacher.</i> |
| 3. Malèn te renmen Anri. | - <i>Malèn loved Anri.</i> |
| 4. Manzè Lisi pa t pòv ditou. | - <i>Mrs. Lisi was not poor at all.</i> |
| 5. Malou se yon moun nwa li te ye. | - <i>Malou was a black person.</i> |
| 6. Kilè li te ye? | - <i>What time was it?</i> |
| 7. Kibò ou te ye yè swa? | - <i>Where were you yesterday?</i> |
| 8. M te nan sinema. | - <i>I was at the movie.</i> |

- ✚ As shown in the examples above, note that (**te**) long form or short form (**t**) occurs with predicates that contain an adjective or a complement of place, as well as the linking verbs **se** and **ye**.

- ✚ You also learned that Kreyòl uses the verb particle **ap** with nonstative verbs to indicate ongoing actions in the present tense.

- | | |
|--|---|
| 1. Wozlò ap netwaye chanm li. | - <i>Wozlò is cleaning his bedroom.</i> |
| 2. Wozlò p ap netwaye chanm li. | - <i>Wozlò is not cleaning his bedroom.</i> |

- ⬇ **Past progressive tense** - The verb particle **ap** and its variants are also used along with **te** to express past progressive actions. Thus, use both **te** and **ap** to express an ongoing action in the past. Note that the short form (**t**) is usually used before **ap** or any other word that begin with a vowel sound. Consider these examples.

- | | |
|---|---------------------------------------|
| 1. Wozlò t ap netwaye chanm li. | - Wozlò is cleaning her bedroom. |
| 2. Wozlò pa t ap netwaye chanm li. | - Wozlò was not cleaning her bedroom. |
| 3. Andre t ap travay. | - Andre was working. |
| 4. Li t ape travay. | - He was working. |
| 5. Li te pe travay. | - He was working. |
| 6. Li pa t ap dòmi. | - He was not sleeping. |

- ⬇ **Using the verb marker (te) to create sentences in the past tense:**

One thing is to know that past actions are usually expressed with the verb particle (**te**) long form or short form (**t**), another thing is to actually put (**te**) or (**t**) at the right place in the sentence. Look at the following pair of sentences showing how to use (**te**) and (**t**) in many different contexts. Note that the sentences in the first column are in the present and the others in the past.

PRESENT TENSES

1. Moun yo bèl.
2. Moun yo pa bèl.
3. Li se yon bon gason.
4. Li pa yon bon gason.
5. Kimoun yo ye?
6. Se Mari ak Wozlò.
7. Moun yo manje anpil.
8. Moun yo ap manje.
9. Moun yo p ap manje.

PAST TENSES

- Moun yo **te** bèl.
- Moun yo pa **t** bèl.
- Li **te** yon bon gason.
- Li pa **t** yon bon gason.
- Kimoun yo **te** ye?
- Se **te** Mari ak Wozlò.
- Moun yo **te** manje anpil.
- Moun yo **t ap** manje.
- Moun yo pa **t ap** manje.

ANNOU PRATIKE

A. PASE OSWA PREZAN! Your lecturer will read the following sentences. Indicate whether they are in the past or in the present tense. Say *PASE* for past tense or *PREZAN* when it's a sentence in the present tense.

- | | |
|---|---------------------------------------|
| 1. Mari etidye deja. | 8. Chal travay avanyè. |
| 2. Andre t ap ekri non l sou tablo a. | 9. Manman m kwit manje. |
| 3. Lisi ak Mimos te al legliz dimanch pase. | 10. Jodi a se madi. |
| 4. Yo toujou al legliz nan dimanch. | 11. Yè te lendi. |
| 5. Jak poko fè devwa l. | 12. M ap manje kounye a. |
| 6. Jak monte bisiklèt. | 13. Aleksi te rantre Ayiti lane pase. |
| 7. Wozlò ranje kabann li chak jou. | 14. Jak pa t netwaye kay la. |



B. CD 1- 51 – PASE OSWA PREZAN? Listen to the following sentences and indicate whether they are in the past or in the present tense. Say *PASE* when you hear a sentence in the past tense or *PREZAN* when you hear a sentence in the present tense.

Example 1: Malou pa lèd. → **Answer:** *PREZAN*

Example 2: Malou pa t lèd. → **Answer:** *PASE*

C. Tan pase pa tan jodi! Add the verb particle *te* or *t* in the following sentences to transform them from the present to the past tense. Make sure you put *te* or *t* at the right place in your sentences.

Example : Malou pa lèd. → **Answer:** Malou pa t lèd.

- | | |
|-------------------------------|----------------------------------|
| 1. Aparèy foto a bon. | 6. Se yon bwòndan. |
| 2. Ayipòd yo pa travay byen. | 7. Aleksi ak Chal ap kwit manje. |
| 3. Wozlò se yon moun òganize. | 8. Tout moun pa renmen manje a. |
| 4. Wozlò travay anpil. | 9. Yo pa p dòmi nan chanm nan. |
| 5. Kisa sa a ye? | 10. Kilè li ye? |

D. Tan pase! Change the following sentences from the present to the past tense. Use the expressions in brackets in your answers as in the example.

Example : Beniv travay Jodi a. (yè maten) → **Answer:** Beniv te travay yè maten.

- | | |
|--|--|
| 1. Mariz ap etidye leson l. (avanyè) | 6. Aleksi achte yon machin. (lane pase) |
| 2. Li ale Ayiti nan mwa sa a. (mwa pase) | 7. Li ranje chanm li chak jou. (jedi pase) |
| 3. Mari ranje tab la. (lendi pase) | 8. Adriyen ap benyen kouneye a. (yè) |
| 4. Anayiz pral lekòl demen. (yè) | 9. Lwi ale nan magazen an. (madi pase) |
| 5. Yo achte diri ak pwa. (semenn pase) | 10. Yo jwe baskètbòl jodi a. (yè apremidi) |

E. Kijan ou te ye? Remember how you were and what you used to do ten years ago. Answer the following questions using complete sentences.

1. Kijan ou te ye lè ou te jenn: gwo oswa piti?
2. Kijan yo te rele lekòl ou te ale?
3. Èske ou te gen anpil zanmi?
4. Ki kote ou te abite: lavil oswa andeyò?
5. Kijan chanm ou te ye: sal oswa pwòp?
6. Ki espò ou te konn pratike?
7. Èske ou te gen telefòn selilè?
8. Ki laj ou te genyen lè ou fini rantre nan kolèj?
9. Ki dat kou kreyòl te koumanse?
10. A kilè kou kreyòl te fini avanyè?

III. The front rounded vowels

- ⚡ The vowels /u/ like in **duri**, /un/ like in **lundi**, /eu/ like in **Bondyeu**, and /èu/ like in **pèu** and are called front rounded vowels. They are very common in the French language and are considered as an integral part of the French sound system. Because of the influence of French, many Haitians tend to use these front rounded vowels when they speak Kreyòl. Note that these sounds are not officially considered as being part of the Kreyòl alphabet and sound system. Some linguists even consider them as a corruption of the Kreyòl language. Nevertheless, it is useful to know these vowels for practical reasons since they do occur in the speech of many Haitians.

- ✚ When you speak Kreyòl to some Haitians, especially those who are educated and bilingual in French and Kreyòl, you will certainly hear many words with front rounded vowels. These Haitians are said to speak a "frenchified" Kreyòl which sounds like French. In Haiti, this variety of Kreyòl is called "**Kreyòl fransize: frenchified creole**" or "**Kreyòl swa: smooth Creole**" as opposed to "**Bon Kreyòl: good Creole**". In the following list of pairs, one form is the authentic Kreyòl and the other one is the frenchified form of Kreyòl.

ANNOU PRATIKE



A. CD 1- 52 – Listen carefully and repeat the following pairs.

BON KREYÒL

| | |
|--------|----------|
| Diri | Rice |
| Lari | Street |
| Lendi | Monday |
| Pafen | Perfume |
| Jedi | Thursday |
| Bondye | Good |
| Pè | Afraid |
| Lè | When |

KREYÒL FRANSIZE

| | |
|---------|----------|
| Duri | Rice |
| Laru | Street |
| Lundi | Monday |
| Pafun | Perfume |
| Jeudi | Thursday |
| Bondyeu | Good |
| Pèu | Afraid |
| Lèu | When |



B. CD 1- 53 – **BON KREYÒL OSA KREYÒL FRANSIZE?** You will hear one word in each pair. Indicate which variety of Kreyòl you hear by saying BON KREYÒL for the authentic Kreyòl or KREYÒL FRANSIZE for the frenchified one.

| | |
|--------|---------|
| Diri | Duri |
| Lari | Laru |
| Lendi | Lundi |
| Pafen | Pafun |
| Jedi | Jeudi |
| Bondye | Bondyeu |
| Pè | Pèu |
| Lè | Lèu |

IV. Annou Koute

✚ Preparing for listening - De chanm

You will use what you have learned to understand the following audio text describing two bedrooms.



CD 1- 54 – De chanm: Chanm John ak chanm Ti Pyè

- A. Anvan ou koute.** Think about a typical bedroom of a young (18 years old) person living in the USA or in the Bahamas. Make a list of what you may find in her/his bedroom including furnitures and personal belongings. Now, do the same thing for a young (18 years old) person living in countryside in Haiti. What would be the similarities and the differences?
- B. Pandan w ap koute.** First, you will be listening to the description of John's bedroom and then the description of Ti Pyè's bedroom. Listen carefully.

- Check what one can find in each bedroom as they are being described.

| DESKRIPSYON | CHANM JOHN | CHANM TI PYÈ |
|---------------------|------------|--------------|
| Anpil liv | | |
| Aparèy eletwonik | | |
| Bèl mèb | | |
| De grenn chèz | | |
| Lanp | | |
| Pwòp epi byen ranje | | |
| Sal epi toujou gaye | | |
| Telefòn selilè | | |
| Ti tab | | |
| Yon kabann | | |

- Listen again to verify that you check all details mentioned.

C. Lè ou fin koute. Work in group of three to answer the following questions in Kreyòl about the two bedrooms. You might need to listen to the descriptions again.

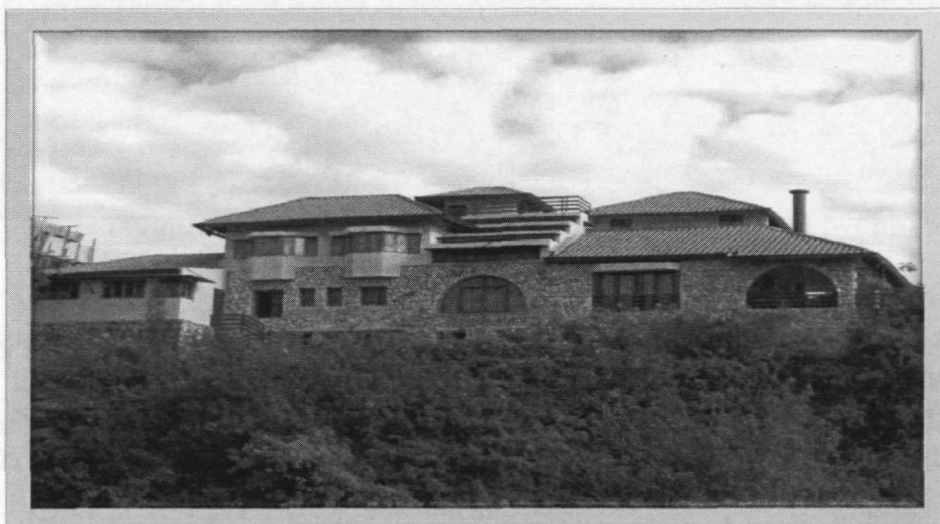
1. Ki kote John rete, nan ki vil?
2. Konbyen etaj bilding kote apatman John nan ye a genyen?
3. Èske John se yon moun ki pwòp epi byen òganize?
4. Konbyen pyès kay Ti pyè a genyen?
5. Èske Ti Pyè abite lavil oswa Andeyò?
6. Kijan yo rele zòn kote Ti Pyè abite a?
7. Èske gen limyè nan chanm Ti Pyè a?
8. Ak kisa li etidye leswa?

D. Pou fini. Compare your answers to those of the other groups.

Leson 4 : Katye mwèn!

- Language aim: **Talking about your neighborhood and giving your address**
- Vocabulary: **Ekpresyon ak mo pou pale de katye ou rete**
- Grammar and Structures: **Near or definite, conditional and uncertain futures**
- Pronunciation and Spelling: **The semivowels /y/, /w/ and the front vowel /u/**
- Writing: **Deskripsyon kay m ava achte a**

I. Katye rezidansyèl ak katye popilè

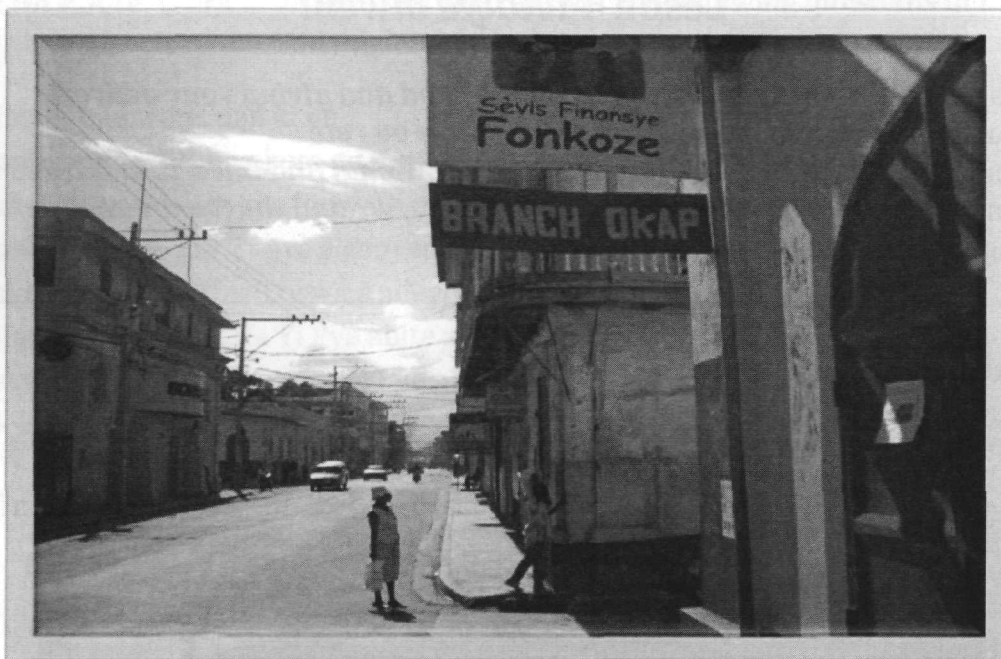


Kay ak katye Lafanmi Petitòm nan Boutilye

Lafanmi Petitòm abite nan kapital la. Zòn kote yo rete a rele Boutilye, Li pa twò lwen Petyonvil ak Laboul. Boutilye se yon katye rezidansyèl kote moun rich rete. Pa gen anpil aktivite nan katye kote Wozlò Petitòm abite a. Lari a toujou byen kalm. Machin ak pyeton pa pase souvan. Pa gen magazen pou al achte ak kote pou al amize w. Se sa k fè tout moun rete anndan lakay yo nan katye Boutilye.

❖ *Kèk mo nouvo pou ede n konprann tèks la:*

| | | | |
|----------|---------------|---------|-------------|
| aktivite | activity | lwenn | far |
| amize | to have fun | machinn | car |
| kalm | calm | pase | to pass |
| katye | neighbourhood | pyeton | pedestrians |
| lari | street | souvan | often |



Ri onz nan lavil Okap

Se pa tout moun ki abite nan katye rezidansyèl. Anpil Ayisyen rete nan katye popilè oswa bidonvil ki tou pre vil prensipal yo. Nan vil yo gen bank ak kowoperatif pou sere oswa prete lajan; gen lopital ak dispansè si ou malad; gen mache, makèt ak magazen pou achte; gen garaj ak ponp gazolin pou ranje machin; gen libreri ak bibliyotèk, gen sinema ak sal teyat epi gen anpil legliz pou priye Bondye.

❖ *Kèk mo nouvo pou ede n konprann tèks la:*

| | | | |
|-------------|-------------------------|--------------|-----------------------|
| achte | <i>to buy, to shop</i> | makèt | <i>super market</i> |
| bank/labank | <i>bank</i> | magazen | <i>store</i> |
| bibliyotèk | <i>library</i> | popilè | <i>popular,</i> |
| bidonvil | <i>shanty towns</i> | pre | <i>close</i> |
| dispansè | <i>health center</i> | prete | <i>borrow or land</i> |
| garaj | <i>auto repair shop</i> | priye | <i>pray</i> |
| kowoperatif | <i>cooperative bank</i> | ponp gazolin | <i>gas station</i> |
| lajan | <i>money</i> | ranje | <i>fix, repair</i> |
| legliz | <i>church</i> | sal teyat | <i>theater</i> |
| libreri | <i>bookstore</i> | sere | <i>save</i> |
| lopital | <i>hospital</i> | sinema | <i>movie theater</i> |
| mache | <i>open air market</i> | tou pre | <i>very close</i> |



CD 1- 55 – DJALÒG

- *Wozlò is visiting the North side of Haiti where she met Ivon who lives in a neighborhood close the city of Cap-Haitian. They are talking about their neighborhood. Listen to their conversation.*

- Ivon:** - Wozlò! Pale m de katye kote ou abite a non.
- Wozlò:** - *Katye kote m rete a se yon zòn yo rele Boutilye ki pa lwen Petyonvil.*
- Ivon:** - Oke! Di m kouman li ye non? Èske se yon bèl katye?
- Wozlò:** - *Se yon bèl katye men pa gen anpil moun ak aktivite tankou bò isit la.*
- Ivon:** - Èske pa gen sinema oswa bibliyotèk kote ou kab ale li kèk liv?
- Wozlò:** - *Pa genyen non. Nan katye m nan, tout moun gen machin. Yo kondwi ale lavil Petyonvil oswa Pòtoprens pou fè tout bagay.*
- Ivon:** - A! M konprann. Genlè se boujwa ki rete nan katye bò lakay ou.
- Wozlò:** - *Ebyen! Ou konnen. E ou menm Ivon? Kijan katye pa w la ye?*
- Ivon:** - Katye pa m nan pa kalm menm jan ak pa w la. Gen anpil aktivite epi toujou gen moun nan lari a. Chaje magazen kote ou jwenn tout bagay men, ou konnen, nou pa gen lajan pou ale ladan yo.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in English according to the dialogue.

1. Are there a lot of people in Wozlò's neighborhood?
2. Are there libraries and movie theaters in Wozlò's neighborhood?
3. What kind of people live in Wozlò's neighborhood: are they rich or poor?
4. What kind of people live in Ivon's neighborhood: are they rich or poor?
5. How is Ivon's neighborhood?
6. Does Andre have money to buy stuff in the stores?

- ❖ **Enfòmasyon kiltirèl:** *Leta, laboujwazi, lepèp* is the title of a song by Manno Charlemagne, a Haitian political folk singer, songwriter who is often considered as the Bob Marley of Haiti for his work as a civil rights activist. *Leta, laboujwazi, lepèp* refers to the social structure of Haiti. *Leta* is the government dominated by the black middle class. *Laboujwazi* is the Haitian bourgeoisie mostly mulattoes and *lepèp* is the Haitian lower class. Note that citizens from these three classes do not live in the same neighborhoods. There is a huge difference in the lifestyle of these three classes.

ANNOU PRATIKE

A. Kouman katye ou ye? Choose one of the words in italics that corresponds to your housing situation to complete the following sentences.

1. Mwen abite nan yon katye *rezidansyèl/popilè/bidonvil*.
2. Fanmi mwen rete nan yon katye *tou pre lavil/byen lwen lavil*.
3. Nan katye m *gen anpil aktivite/pa gen anpil aktivite*.
4. Nan lari katye m pyeton ak machin *pase souvan / pa pase souvan*.
5. Nan katye m *gen makèt ak magazen / pa gen makèt ak magazen*.
6. Nan katye m *pa gen labank ak kwoperatif/ gen labank ak kwoperatif*.
7. Nan katye m *gen bibliyotèk ak libreri / pa gen bibliyotèk ak libreri*.
8. Nan katye m *pa gen sinema ak teyat/gen sinema ak teyat*.
9. Nan katye m *gen lopital ak dispansè/ pa gen lopital ak dispansè*.
10. Nan katye m *pa gen ponp gazolin ak garaj/ gen ponp gazolin ak garaj*.

B. Di sa yo fè kote sa yo. Match column one to column two to indicate what one can do at the following places. Number one is provided as an example.

Example : 1. mache → Answer: f. achte manje kri

column one

1. **mache**
2. labank
3. bibliyotèk
4. sinema
5. magazen
6. lopital
7. libreri
8. legliz
9. ponp gazolin
10. garaj

column two

- a) li oswa prete liv
- b) gade fim
- c) achte anpil bagay
- d) priye Bondye
- e) fè gaz
- f) achte manje kri**
- g) etidye lesson
- h) trete malad
- i) achte liv ak diksyonè
- j) prete lajan
- k) ranje machin

- C. Ki kote moun sa yo prale pou fè kisa?** Use the following words to fill the blanks in each sentence. Use each word only once.

*priye - makèt - dispansè - librerí - sinema - ponp gazolin - legliz - ranje -
magazen - bidonvil - labank - rezidansyèl - prete - lopital - bibliyotèk*

1. Mimos bezwen _____ lajan. Li prale _____.
2. Wozlò bezwen achte li prale nan yon _____ oswa nan _____.
3. Adriyen malad, y ap mennen l _____ oswa nan _____.
4. Mari pral nan _____ a pou achte kèk liv ak yon diksyonè.
5. Timoun yo vle amize yo. Yo pral nan _____ pou gade yon fim.
6. Andre pral nan _____ la pou l kab li epi prete kèk liv.
7. Machin mwen pran pàn gaz, m ap chache yon _____.
8. Machin nan toujou an pàn paske mekanisyen an pa _____ l byen.
9. Dimanch lafanmi Petitòm al _____ pou _____ Bondye.
10. Laboujwazi pa rete nan _____, se nan katye _____ kay yo ye.

- D. Ann reponn kesyon yo!** Your classmate is asking a lot of questions about your house and neighborhood. You must answer with complete sentences. Note that answers will vary.

1. Èske ou abite nan yon katye rezidansyèl oswa popilè?
2. Èske katye ou tou pre oswa byen lwen lavil?
3. Èske gen anpil aktivite nan katye ou oswa èske li kalm?
4. Èske lari nan katye ou toujou pwòp oswa sal?
5. Èske genyen lopital ak dispansè nan katye ou?
6. Ki kalite magazin ki genyen nan katye ou?
7. Kisa ki genyen nan katye ou pou moun amize yo?
8. Konbyen legliz ki genyen nan katye ou ?
9. Kisa ki pa genyen nan katye ou?
10. Kisa ou renmen oswa pa renmen nan katye ou? Poukisa?

II. Near or definite, indefinite and uncertain futures

- ✚ The future tense is slightly more complex than the other tenses in Kreyòl. For example, there is no exact way to indicate distant future. In Kreyòl, many verb particles are used to express the future depend on the context or whether these future actions or events are distant or immediate, indefinite and uncertain.

- ✚ **Near or Definite Future** - You learned that Kreyòl uses the verb particle **ap** with nonstative verbs to indicate ongoing actions in the present and in the past tenses. In Kreyòl, near or definite future may be expressed with the same particle **ap** or with the combination **ap+ale** which occurs as **pral** or **prale**. The verb particles **ap** and **pral** or **prale** may be use interchangeably in almost all cases to express near or definite future.

- | | |
|--|--|
| 1. Kounye a m ap etidye chak jou. | - From now on, I'll study everyday. |
| 2. Alèkile l ap etidye pi souvan. | - From now on, she'll study more often. |
| 3. Mari pral kwit diri a talè. | - Mari is going to cook the rice soon. |
| 4. Nou prale manje lè diri a pare. | - We will eat when the rice is ready. |
| 5. Papa m pral pentire kay la demen si Dye vle. | - My father is going to paint the house tomorrow if it's God's will. |
| 6. Papa m ap pentire kay la demen si Dye vle. | - My father is going to paint the house tomorrow if it's God's will. |
| 7. M konnen w ap bliye m lè ou rive lòtbò. | - I know you'll forget me when you'll be overseas. |
| 8. Pa enkyete w, m p ap bliye w. | - Don't worry, I will not forget you. |

- ✚ Note that the actions or events indicated in all the sentences above are going to take place with a high degree of certainty and in a relative near future.

- ✚ **Indefinite Future** - Future actions or events expressed in a vague, not clearly defined or stated time are called indefinite future. Sentences in the indefinite future tense indicate actions or events that will take place sometime or in a non specific time to come. In Kreyòl, indefinite future may be expressed with the particle **va**, **a**, or **ava**. The form **a** is more common than the two others.

- | | |
|---|---|
| 1. Adriyen a fin lekòl segondè nan twa lane konsa. | Adriyen will finish high school in about three years. |
| 2. M ava ranje machin ou a lè m kapab. | I'll fix your car when I can. |
| 3. Yo va jwenn yon travay lè ekonomi an pi bon. | They will find a job when the economy gets better. |

- ✚ Note that none of the sentences above can be used with the negative form **pa**. For example, it's not possible to translate the English sentence *I will not fix your car when I can* by ~~M pa **ava** ranje machin ou a lè m kapab~~. To put the above sentence into negative form, one has to use the particle **ap** as in the examples below.

- | | |
|--|--|
| 1. Adriyen p ap fin lekòl segondè nan twa lane konsa. | Adriyen <u>will not</u> finish high school in about three years. |
| 2. M p ap ranje machin ou a lè m kapab. | I <u>will not</u> fix your car when I can. |
| 3. M konnen yo p ap jwenn yon travay. | I know they <u>will not</u> find a job. |

- ✚ **Uncertain Future** – Future actions or events that are unlikely to happen or expressed with a low degree of certainty are called uncertain future. In Kreyòl, uncertain future actions or events are expressed with the modal verb **ka** which also occurs as **kab** or **kap**.

- | | |
|--|---|
| 1. M ka milyonè yon jou. | <i>I might be a millionaire one day.</i> |
| 2. Yo kab pati yon jou. | <i>They may travel one day.</i> |
| 3. Wozlò ak Mari kap al nan sinema pita. | <i>Wozlò ak Mari may go to the movie later.</i> |

- ✚ Note that **ka**, **kab** or **kap** are the short forms of the modal verb **kapab** (to be able or can). These forms are also used as modal verbs to indicate ability.

- | | |
|-------------------------------------|-----------------------------------|
| 1. M ka kouri pi vit pase w. | <i>I can run faster than you.</i> |
| 2. Yo kapab fè travay la. | <i>They can do the work.</i> |
| 3. Wozlò pa kab danse. | <i>Wozlò cannot dance.</i> |

- ✚ Here are a few useful words you might need to use when using future tenses in Kreyòl.

| | |
|-----------------|-------------------------------|
| apredemen | <i>the day after tomorrow</i> |
| byento | <i>soon</i> |
| demen | <i>tomorrow</i> |
| dimanch pwochen | <i>next Sunday</i> |
| lane pwochenn | <i>next year</i> |
| lòt semenn | <i>next week</i> |
| mwa pwochen | <i>next month</i> |
| pita | <i>later</i> |
| semenn pwochenn | <i>next week</i> |
| talè | <i>in a moment</i> |

ANNOU PRATIKE

- A. **PASE, PREZAN OSWA FITI!** Your lecturer will read the following sentences. Indicate whether they are in the past or in the present tense. Say **PASE** for past tense, **PREZAN** for the present tense and **FITI** when it's future tense.

- | | |
|--|-------------------------------------|
| 1. Yo toujou al legliz nan dimanch. | 8. Kounye a, y ap travay pi souvan. |
| 2. Jak poko fè devwa l non. | 9. M a kwit manje a lè m kapab. |
| 3. Anayiz ap monte bisiklèt nan lakou a. | 10. Jak p ap janm bilye w. |
| 4. Adriyen ava prezidan yon jou. | 11. Alèlike, m ap etidye pi souvan. |
| 5. Mari pral etidye leson l. | 12. Adriyen etidye deja. |
| 6. Lè m fini m a ranje kabann nan. | 13. Li t ap ekri non l sou tablo a. |
| 7. Apre demen se madi li va ye. | 14. Moun yo pral nan sinema pita. |



B. CD 1- 56 – PASE, PREZAN OSWA FITI? Listen and indicate whether the following sentences are in the past, the present or in the future tense. Say *PASE* for past tense, *PREZAN* for the present tense and *FITI* when it's future tense.

Example 1: Zanmi m yo renmen m. → **Answer:** *PREZAN*

Example 2: Yo al nan mache samdi pase. → **Answer:** *PASE*

C. Jou va, jou vyen! Add the verb particles (*pral, ap*) or (*a, va, ava*) in the following sentences to transform them from the present to the future tense. Make sure you put the verb particles at the right place in your sentences.

Example : Touden se yon gwo gason. → **Answer:** Touden ava yon gwo gason.

- | | |
|---|--|
| 1. Aristid rete nan katye popilè. | 6. Gen yon garaj ki louvi nan katye a. |
| 2. Kounye a, li jwe baskètbòl chak jou. | 7. Aleksi ak Chal pa kwit manje. |
| 3. Demen, yo ale nan sinema. | 8. Yo fè sa lè yo kapab. |
| 4. Wozlò travay anpil samdi pwochen. | 9. Yo ale andeyò mwa pwochen. |
| 5. A kilè manje pare? | 10. Kilè li ye nan trant minit. |

D. Tan Fiti! Change the following sentences from the present to the future. Use the expressions in brackets in your answers as in the example.

Example : Adriyen pa etidye jodi a. (demen) → **Answer:** Adriyen pral etidye demen.

- | | |
|---|---|
| 1. Mariz t ap etidye leson l. (demen) | 6. Aleksi achte yon machin. (byento) |
| 2. Li ale Ayiti mwa sa a. (mwa pwochen) | 7. Li ranje chanm li chak jou. (talè) |
| 3. Mari ranje tab la. (apredemen) | 8. Adriyen ap benyen kounye a. (talè) |
| 4. Anayiz pa al lekòl jodi a. (demen) | 9. Lwi ale nan magazen an. (lòt madi) |
| 5. Yo abite anba lavil. (lane pwochenn) | 10. Yo jwe baskètbòl jodi a. (lòt semenn) |

E. Kisa yo pral fè? Answer the following questions to indicate what you and your family will be doing. Answer with full affirmative or negative sentences as in the examples. Use an expression referring to the future when possible.

Example 1: Èske ou etidye? → **Answer:** Non, m pral etidye talè.

Example 2: Adriyen pral manje? → **Answer:** Wi, li pral manje byento.

- | | |
|---------------------------|---------------------------------------|
| 1. Èske ou ap bliye m? | 6. Andre abite nan katye rezidansyèl? |
| 2. Li kwit manje a? | 7. Wozlò netwaye kwizin nan? |
| 3. Mari ranje tab la? | 8. Anayiz fè twalèt li? |
| 4. Anayiz al lekòl? | 9. Chal ale nan travay? |
| 5. Èske yo travay jodi a? | 10. Timoun yo al nan sinema? |

- F. Kisa ou pral fè epi kijan ou va ye lè ou pi gran?** Answer the following question to talk about how you will be and what you will do later in your life. Answer the questions using complete sentences.

Example : Kisa ou pral fè apre kou Kreyòl la? → **Answer:** M pral lakay mwen.

1. Ki laj ou pral genyen nan kenz lane?
2. A ki laj ou va marye?
3. Konbyen pitit ou pral fè?
4. Kijan ou va rele premye pitit ou?
5. Ki travay ou pral fè lè ou fin lekòl?
6. Nan ki katye ou pral abite?
7. Kijan kay ou ap ye lè w gran?
8. Ki machin ou va achte lè ou gen lajan?

III. The semivowels /y/, /w/ and the front vowel /u/

- ✦ Kreyòl has three semi-vowels: “w” like in *mwen, wete, wi*; “y” like in *yo, voye, solèy* and the front vowel /u/ combined with /i/ “ui” like in *zegui* and *luil*.

ANNOU PRATIKE



- A. CD 1- 57** – Listen and repeat these words with semi-vowel.

| | | |
|---|---|--|
| UI, ui : luil, uit, zegui, zuit, kui, lannuit, | W, w: watè, wè, won, woulibè, wout, wòklò, | Y, y: byen, enkyete, kaye myèl, pye, syèl, yo |
|---|---|--|

- B.** Here are some sentences including words with semi-vowels.

- | | |
|--|--|
| 1. Gen uit zegui nan kosay la. | - <i>There are eight needles in the blouse.</i> |
| 2. Li mete luil la nan kui a. | - <i>She put the oil in the bowl.</i> |
| 3. Zuit yo parèt tou zuit lannuit lan. | - <i>The oysters appear very small in the night.</i> |
| 4. Woulibè a bezwen watè. | - <i>The rider needs to use a toilet</i> |
| 5. Plen watè sou wout la. | - <i>There are plenty toilets on the road.</i> |
| 6. Wòch la vin wouj apre bray la. | - <i>The stone turned red after the thunder.</i> |
| 7. Gen yon nich myèl sou pyebwa a. | - <i>There is a nest of bees in the tree.</i> |
| 8. Syèl la byen ble jodi a. | - <i>The sky is pretty blue today.</i> |
| 9. Li enkyete pou kaye a. | - <i>She is worried about the notebook.</i> |


C. CD 1- 58 – Yon ti dikte – Listen carefully and write down the missing words.

Example: You hear → Pa _____ w pou bagay sa ankò.

You write → Pa enkyete w pou bagay sa ankò.

1. Y ava mete _____ la nan _____ a.
2. Li _____ pou _____ a.
3. Gen yon chay _____ nan _____ la.
4. _____ yo parèt tou zuit _____ lan.
5. _____ a jwen _____ li t ap chache a.
6. _____ la vin wouj apre _____ la.
7. Yo mete uit _____ nan _____ la.
8. Gen yon nich _____ sou _____ a.

IV. Annou ekri
✚ Writing a description in the future

In this activity, you will use what you have learned in class to describe your future house and your neighborhood.

A. Anvan ou ekri. Think about text you have have read in English talking about future events and plans. Imagine that you win plenty money in the loto. You plan on buying a big house in a nice neighbourhood. How your house will be?

B. Ann ekri. Write a minimum of 15 sentence well-organized description of your future house and neighbourhood. Provide the following information:

- ✓ Type of house
- ✓ Number of stories and rooms
- ✓ The furniture and appliances
- ✓ Personal belongings,
- ✓ Location of the house and neighborhood (city, country...)
- ✓ What one may find in the neighborhood
- ✓ Description of the neighborhood

- C. **Lè ou fin ekri.** Re-read your description. Is there something else you want to add? Look closely at your text to check possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below. You may beggin your description like this:

Deskripsyon kay m ava achte a

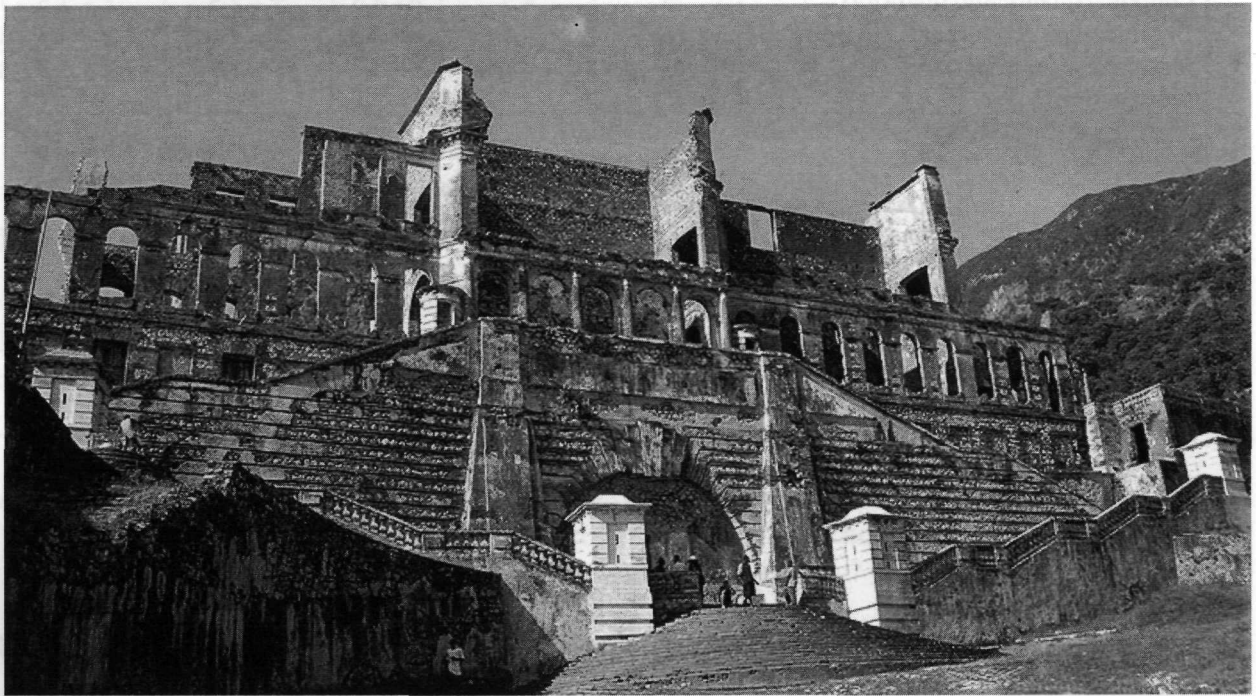
Ak lajan m genyen nan loto a, m ava achte yon gwo kay nan yon bèl katye. Kite m pale n de kouman kay mwen va ye....

| Total: /15 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Dosye sosyokiltirèl

Architecture and Housing in Haiti

The Sans Souci palace and the Citadelle Laferrière fort built in Northern Haiti by King Henri Christophe in the early 19th century are the two most important Haitian architectural accomplishments. In 1842 a severe earthquake destroyed San Souci palace which was never rebuilt. However, the massive mountaintop fort Citadelle located in the same area survived the quake.



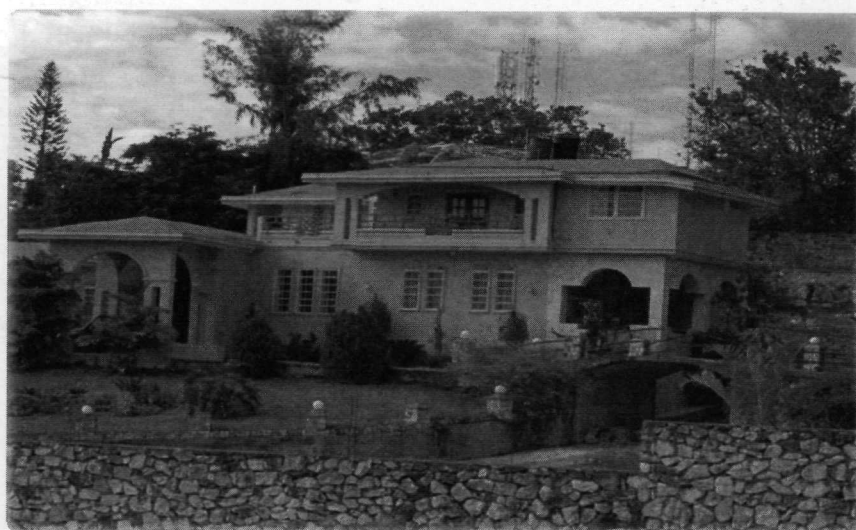
The ruins of the Sans Souci Palace in Milot

The Citadelle Laferrière is a colossal stone architecture that was constructed by up to 20,000 enslaved workers between 1806 and 1820 to protect Haiti against the French colonial armies. It is the largest fortress in the Western Hemisphere, and a prime UNESCO World Heritage Site.



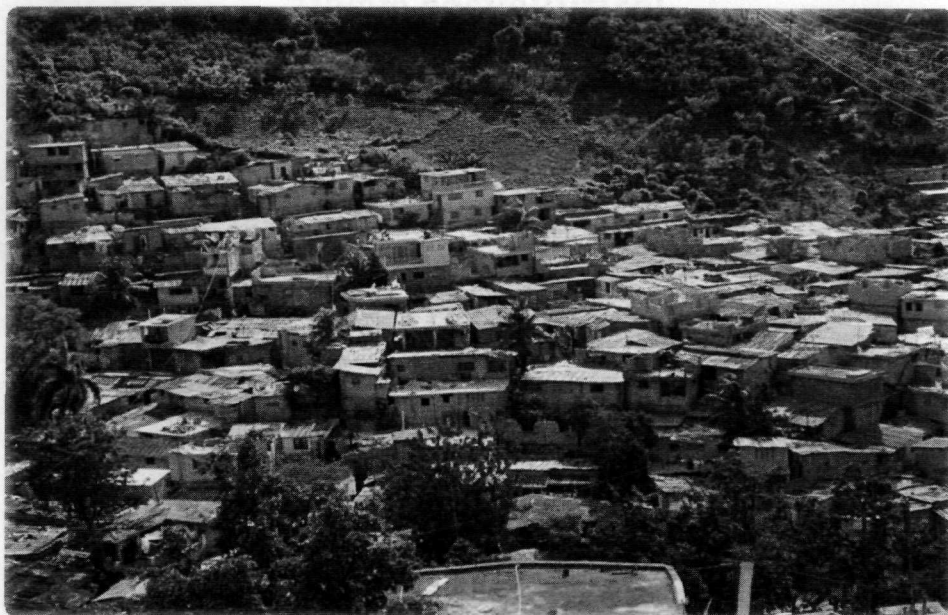
The Citadelle Laferrière, Northern Haiti

Fò Sitadèl Laferyè nan zòn nò peyi Dayiti

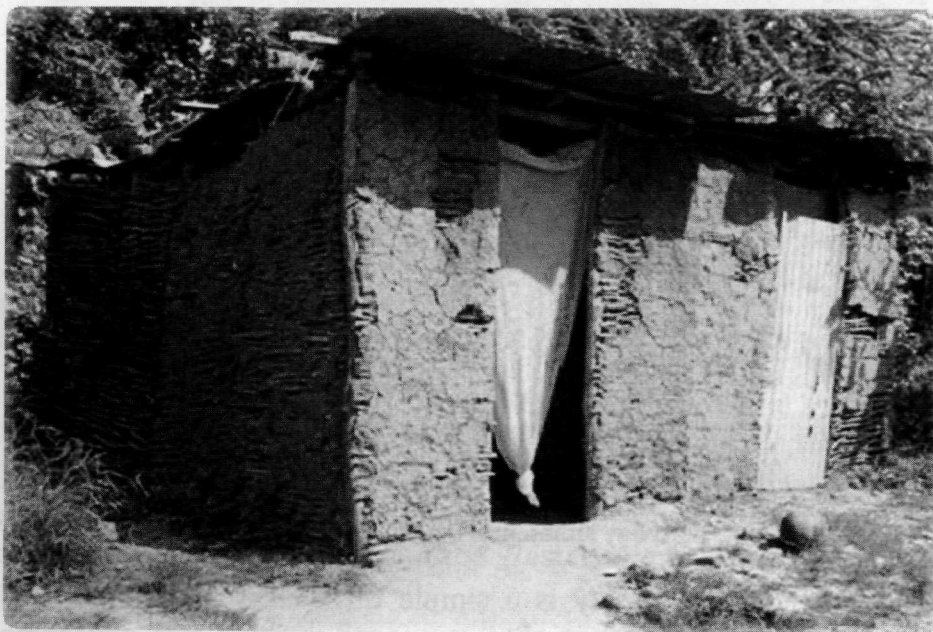


Gwo kay siman nan Boutilye, Petyonvil

The structure of the Haitian society is a simple three-class model that includes three categories: A relatively wealthy urban elite composed of some rich government officials, French-speaking mulattoes, foreign entrepreneurs, and the catholic clergy living in villas, large modern houses as well as in a few wooden gingerbread mansions; a tiny black middle class living in big cement houses; and a massive lower class divided into the peasants living in single-story or two-room shacks and the poor people living in urban shanty towns.



Bidonvil nan Boudon tou pre Petyonvil



Yon vye kay tòl andeyò

❖ Annou aprann li

✚ Reading strategies and techniques

There are different styles of reading for different situations. The technique you choose depends on the purpose for reading. You may be reading for pleasure, information, or to complete an academic task. Here are some tips when reading text in Kreyòl:

➤ *Predict content*

Being able to make predictions is important when reading. When you read, think about the title, the illustrations that accompany the text and what you already know on the subject to help you understand the text.

➤ *Skimming*

Skimming may be used to quickly identify the main ideas of a text. When you read the newspaper, you usually do not read it word-by-word. People often skim when they have lots of material to read in a short period of time. You might read the title, subtitles, subheading, and illustrations. Read the first sentence of each paragraph when seeking for specific information rather than reading for overall comprehension.

➤ *Scanning*

Scanning is often used when searching for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. This technique is very useful to answer some specific comprehension questions on a foreign language text. Once you've scanned the document, you might go back and skim it for a deeper comprehension.

- ✚ In the following activity, you will read a text on architecture and housing in Haiti. Apply the techniques and use the strategies you learned to deal with the text.

C. Anvan ou li. This passage mentions different categories of people living in Haiti as well as their housing. Before reading, scan the text to identify these categories. In what kind of house and neighborhood each category of people live? What are the names of some of the cities, towns or agglomerations mentioned in the text? What do you know about each agglomeration? Use this background information to help you understand the text.

15 16 17 18 19 20 21 22 23 24 25

Kesyon lojman ak achitekti nan peyi Dayiti

Tankou nan tout peyi, gen plizyè kalite kay ann Ayiti. Kalite kay moun yo genyen depann de ran sosyal yo ak kantite lajan yo gen nan pòch yo. Gen twa klas sosyal ann Ayiti. Gen gwo responsab gouvènman yo ansanm ak boujwa milat yo, klas mwayèn nan, epi mas pèp la.

Gwo dirijan ofisyèl yo, tankou prezidan peyi a pa egzanp, abite nan Palè nasyonal la ki se yon bèl achitekti neyoklasik. Se achitèk Jòj Bosan ki te bati Palè nasyonal la nan vil Pòtoprens nan lane 1918. Gen yon lòt palè nan zòn Nò peyi Dayiti yo rele Palè Sansousi. Se Wa Anri Kristòf ki te fè bati l pou l te rete ak fanmi li. Wa a te fè konstwi gwo fò Sitadèl Laferyè a nan menm zòn nan.

Klèje legliz katolik la ak kèk envestisè etranje abite nan vila tankou Vila Manrèz. Genyen anpil ladan yo ki rete nan bèl kay estil djennjèbred. Kay sa yo chita kò yo nan zòn Bwavèna, Tijo ak Kwadepre. Gen kèk boujwa ki viv nan zòn sa yo tou. Men pi fò boujwa milat yo, se nan gwo kay chanmòt ki fèt an siman yo rete. Pou yo kab pa mele ak mas pèp la, moun rich sa yo bati kay yo nan bèl katye rezidansyèl ki nan tèt mòn Petyonvil, Boutilye ak Laboul.

Klas mwayèn ayisyèn nan tou piti. Moun sa yo se nan gwo kay beton yo rete. Ou jwenn anpil nan kay beton sa yo sou wout Kafou, Laplenn, Kanapevè, Boudon ak Dèlma. Gen kèk moun nan klas mwayèn nan ki abite nan katye popilè tou. Lè konsa, yo konstwi gwo kloti an mi pou separe kò yo de moun nan pèp la.

Mas pèp la, tout moun ap kouri pou li a, reprezante majorite peyi a. Se peyizan oswa pwoletè yo ye. Peyizan yo abite andeyò nan yon seri de ti kay pay ki fèt an bwa oswa ak labou. Pwoletè yo menm viv nan katye pòpilè ak bídovil ki tou pre vil prensipal yo. Moun sa yo bati vaykevay yon bann ti kay yon sèl pyès ki kouvri an tòn pou yo rete.

Frenand Léger, February 2010

D. Pandan w ap li. Find the English equivalent of the following Kreyòl words which are bolded in the text. Match the two columns. The first answer is given as an example.

This activity is designed to help you understand the text.

- | | |
|--------------------------|-----------------------------|
| 1. tankou | a) clergy |
| 2. plizyè | b) peasant |
| 3. depann de | c) pocket |
| 4. ran sosyal | d) social class |
| 5. kantite | e) middle class |
| 6. pòch | f) in this case |
| 7. klas sosyal | g) gingerbread style |
| 8. responsab gouvènman | h) proletarian |
| 9. boujwa milat | i) leaders |
| 10. klas mwayèn | j) like |
| 11. mas pèp | k) neoclassic architecture |
| 12. dirijan | l) several |
| 13. achitekti neyoklasik | m) depend on |
| 14. bati, konstwi | n) social rank |
| 15. klèje | o) quantity |
| 16. investisè | p) haphazardly, unplanned |
| 17. estil djennjèbred | q) build |
| 18. pi fò | r) bourgeois mullato |
| 19. Lè konsa | s) a series of |
| 20. kloti an mi | t) investor |
| 21. separe kò | u) wall fence |
| 22. peyizan | v) separate oneself |
| 23. pwoletè | w) most of, the majority of |
| 24. yon seri de | x) the masses |
| 25. vaykevay | y) government officials |

1 **j** 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____

15 _____ 16 _____ 17 _____ 18 _____ 19 _____ 20 _____ 21 _____ 22 _____ 23 _____ 24 _____ 25 _____

E. Yon ti gramè. Identify the part of speech for each of the underlined words in the following paragraph. As in the example, say whether they are noun, verb, adverb, adjective, article etc.

Example: Tankou nan tout peyi, gen plizyè kalite kay ann Ayiti.

noun

preposition

Klas mwayèn avisyèn nan tou piti. Moun sa yo se nan gwo kay beton yo rete. Ou jwenn anpil nan kay beton sa yo sou wout Kafou, Laplenn, Kanapevè, Boudon ak Dèlma. Gen kèk moun nan klas mwayèn nan ki abite nan katye popilè tou. Lè konsa, yo konstwi gwo kloti an mi pou separe kò yo de moun nan pèp la.

F. Reponn kesyon yo. Answer the following questions in English.

1. According to the text, how many social classes does Haiti have?
2. What are the components of each of the social class?
3. Where and how do people from each class live? Provide names of places.
4. Which Haitian king built the Citadelle and the Sans Souci Place?
5. What is the name of the architect who built the National Palace of Haiti?
6. Where and how do people from the masses build their housing?

E. Lè ou fin reponn kesyon yo. Compare and discuss your answer with your classmates.

CHAPIT TWA

Bon tan! Move tan!

In this chapter, you will learn language materials and develop skills to talk about clothing, the weather, natural disasters and to discuss ecological issues.

You will learn how to:

- describe clothing items
- talk about activities related to clothing
- discuss the weather and the seasons
- discuss natural disasters
- discuss ecological issues
- use the indefinite and definite articles
- use the demonstrative
- identify and pronounce certain consonant sounds

You will use:

- terms related to clothing
- terms related to ecology and the environment
- the adjectives of color
- the indefinite article *yon*
- the definite article forms *a, an, la, lan* and *nan*
- the demonstrative forms *sa a* and *sa yo, sila, sila yo*
- the consonants */g/, /j/, /k/, /m/* and */n/*
- some common verbs.

Leson 1: Ann al achte rad!

Leson 2: Gwo van ti lapli!

Leson 3: Katastwòf natirèl

Leson 4: Ann sispann koupe pyebwa!

Dosye sosyoeekolojik: Ecological issues in Haiti

Leson 1 : Ann al achte rad!

- Language aim: **Describing clothing**
- Vocabulary: **Ekpresyon ak mo pou dekri rad, soulye ak koulè yo**
- Grammar and structures: **The adjectives of color and the indefinite article**
- Pronunciation and spelling: **The consonant /g/**
- Listening: **De magazen kote yo vann rad ak soulye**

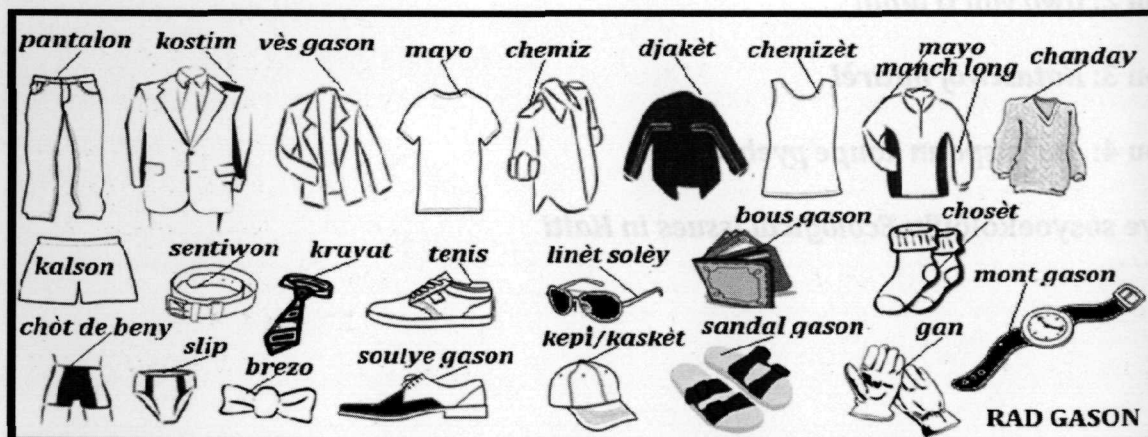
I. Kouman n ap abiye?

Wozlò pral marye byento ak Filip. Moun yo pral fèl bèl maryaj. Lafanmi Petitòm ale nan magazen Petyonvil pou achte rad ak soulye pou maryaj la epi yo tou pwofite achte lòt rad.

✦ Yo nan magazen kote yo vann rad fi sèlman



✦ Yo nan magazen kote yo vann rad gason sèlman



✚ Ki koulè sa yo ye?



nwa



ble



gri



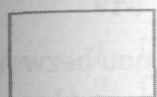
jon abriko



mov



jon



blan



mawon



vèt



woz



wouj



vyolèt

✚ Use these expressions to talk about clothing

| | | | |
|----------------|-----------------------|--------------|---------------------|
| abiye | to get dressed | lave rad | to wash clothes |
| boutonnen | to button | mare | to tie |
| boukle | to buckle | mete rad | to put clothes on |
| deboukle | to unbuckle | (re)pase rad | to iron clothes |
| deboutonnen | to unbutton | prese rad | to press clothes |
| demare | to unfasten | retire rad | to take clothes off |
| detache | to untie | seche rad | to dry clothes |
| dezipe | to unzip | siye soulye | to wipe, clean shoe |
| eseye rad | to try on clothes | tache | to fasten |
| fè lesiv | do laundry | tann rad | to hang out clothes |
| fwote rad | to rub cloth | tòde rad | to wring |
| koud rad | to sew | wete rad | to take clothes off |
| koud alamachin | to sew with a machine | zipe | to zip up |

✚ Use these expressions to talk about laundry and sewing

| | | | |
|----------------|-----------------|---------------|-------------------|
| batwèl | paddle | panye rad sal | laundry basket |
| digo | indigo bleach | planchèt | ironing board |
| fab | detergent | rad pwòp | clean clothes |
| fè a repase | iron | rad sal | dirty clothes |
| kivèt | basin | savon lesiv | laundry detergent |
| klorox | bleach | savon likid | liquid detergent |
| liy | cloth line | sèsò | cloth hanger |
| machin a lave | washing machine | sizò | scissors |
| machin a seche | dryer | tach | stains |
| machin a koud | sewing machine | zegwi ak fil | needle and thread |



CD 1- 59 – DJALÒG

- Lafanmi Petitòm is shopping in a clothing store.



L ap eseye rad yo.

- Sale rep. :** - Bonjou mesye dam. M kab ede nou?
- Chal:** - Bonjou! N ap chache rad ak soulye pou yon maryaj. Ou kab fè m wè sa w genyen?
- Sale rep. :** - Pa gen pwoblèm. N ap jwenn tout sa nou bezwen.
- M bezwen yon bèl wòb krèm ak yon sandal blan.
- Mari:** - Ou mèt ale nan seksyon fi a, w ap jwenn yo.
- Sale rep. :** - Mwen menm. M bezwen yon kostim mawon.
- Andre:** - Èske ou bezwen kravati tou?
- Sale rep. :** - Men wi! Se yon kostim konplè m bezwen.
- Andre:** - M konprann. Ou mèt swiv mwen. M pral ba ou
- Sale rep. :** - tout sa w bezwen.

+ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in Kreyòl according to the dialogue.


1. Poukisa lafanmi Petitòm al achte rad ak soulye?
2. Ki kalite rad Mari ap chache?
3. Ki koulè wòb Mari bezwen?
4. Ki rad epi ki koulè rad Andre vle achte?
5. Èske Andre vle abiye ak kravati?
6. Èske vandè a gen tout sa Andre ak Mari bezwen ?



Enfòmasyon kiltirèl: *Anjelik O! Anjelik O! Chita kay manman w. Ti fi ki pa konn lave pase chita kay manman w.* This is the beginning of a famous Kreyòl folk song. The literal translation of this passage is: Anjelik! Anjelik! stay at your mother's house. Women, who do not know how to do laundry and ironing, stay at your mother's house. "Stay at your mother's house" is a way to tell unskillful women: "do not get married". In the 21st century, many Haitians still believe that the role of the

women is to take care of the home. A good wife is one who considers that housekeeping and care of the children are her duties. Most men usually go out to work in paid employment or go out farming while the women stay home to do the laundry, the cooking, the cleaning and to take care of the children. However, with a growing group of well educated young professional Haitian women, the influence of television and the changing economic situation of Haiti, more and more women are taking on paid employment, while husbands share the chores.

ANNOU PRATIKE

-  **A. CD 1- 60 – Koute byen. Rad fi oswa rad gason?** You will hear 10 statements about clothing. Listen to each statement, and then indicate whether it is **vrè** or **fo**.

| Vrè | Fo |
|-----------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> |

| Vrè | Fo |
|------------------------------|--------------------------|
| 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 10. <input type="checkbox"/> | <input type="checkbox"/> |

- B. Ki koulè bagay sa yo ye?** Match column one to column two as in the example provided.

Example: - Ki koulè zoranj? → **Answer:** Li gen koulè jon abriko.

- | | |
|--|---------------------------------|
| 1. Ki koulè zoranj? | a) Li gen koulè vèt. |
| 2. Ki koulè sitwon (<i>lime</i>)? | b) Li gen koulè wouj. |
| 3. Ki koulè sòs tomat? | c) Li gen koulè jon. |
| 4. Ki koulè chokola? | d) Li gen koulè blan. |
| 5. Ki koulè fig mi (<i>ripe banana</i>)? | e) Li gen koulè ble. |
| 6. Ki koulè lèt (<i>milk</i>)? | f) Li gen koulè nwa. |
| 7. Ki koulè syèl la (<i>the sky</i>)? | g) Li gen koulè nwa oswa mawon. |
| 8. Ki koulè kafe? | h) Li gen koulè jon abriko. |

- C. Ki rad sa ye?** Match column one to column two as in the example provide below.

Example: - Gason mete sa anba chemiz yo. → **Answer:** Se yon chemizèt.

- | | |
|--|--------------------------------|
| 1. Fi mete sa anba jip oswa pantalon yo. | a) Se soulye. |
| 2. Ou mete sa nan pye anvan ou met soulye. | b) Se yon vès. |
| 3. Fi ak gason mete sa sou tèt yo. | c) Se yon kòsaj. |
| 4. Gason mete sa sou chemiz yo. | d) Se yon sentiwon. |
| 5. Fi mete sa ak jip. | e) Se chòt de beny. |
| 6. Gason mete sa pou abiye bwòdè. | f) Se chapo oswa kepi. |
| 7. Fi ak gason boukle sa nan senti yo. | g) Se yon kostim. |
| 8. Gason mete sa nan pòch yo. | h) Se chosèt. |
| 9. Fi ak gason mete sa nan pye. | i) Se yon kilòt oswa pantalet. |
| 10. Gason mete sa pou benyen sou plaj. | j) Se yon bous. |

D. Ki etidyan ki mete rad sa yo? Look at your classmates and say who is wearing the following clothes today. Provide the name of a classmate as in the example.

Example: Se Andre ki mete pantalon twal, chemiz ak soulye.

1. Pantalon twal, chemiz ak soulye
2. Yon djin ble ak yon mayo nwa
3. Chosèt ak tenis blan
4. Bout pantalon, mayo, ak tenis
5. Jip nwa ak kòsaj jon
6. Sandal mawon
7. Pantalon gri ak kòsaj nwa
8. Soulye nwa

E. Ki jan pou nou abiye? What do you normally wear for each of the following situations? Answer with a complete sentence as in the example.

Example: Pou ale nan sinema.

Answer: Pou ale nan sinema, mwen mete yon djin, yon mayo ak sandal oswa tenis.

- | | |
|---|-------------------------------|
| 1. Pou ale benyen nan lanmè (<i>beach</i>). | 6. Pou ale nan inivèsite a. |
| 2. Pou ale fè espò tankou jwe baskètòl. | 7. Pou ale nan travay. |
| 3. Pou ale nan restoran ak zanmi ou | 8. Pou ale naje nan pisin. |
| 4. Pou ale gade yon pyès teyat. | 9. Pou ale dòmi nan chanm ou. |
| 5. Pou ale fè eski nan nèj (<i>snow</i>). | 10. Pou ale nan yon maryaj. |

F. Ki rad etidyan yo mete jodi a? Look at your classmates and say what they are wearing today. Provide the name of a classmate, one piece of cloth she/he is wearing and the color of that piece. Follow the example.

| NON | | RAD | KOULÈ |
|----------|------|---------|-------|
| 1. Mary | mete | yon wòb | wouj. |
| 2. _____ | mete | _____ | _____ |
| 3. _____ | mete | _____ | _____ |
| 4. _____ | mete | _____ | _____ |
| 5. _____ | mete | _____ | _____ |
| 6. _____ | mete | _____ | _____ |

G. E ou menm? Answer the following questions in Krèyòl.

1. Èske ou renmen ale achte epi mete bèl rad? Poukisa?
2. Èske ou renmen lave ak pase rad sa yo? Poukisa?
3. Kijan ou pito fè lesiv: ala men oswa ala machin?
4. Eske ou konn koud rad ala machin?
5. Ki koulè prefere w?
6. Ki kalite rad ou pi renmen mete? Poukisa?

II. The adjectives of color and the indefinite article

✚ **The adjectives of color** - Adjectives of color follow the noun they describe.

- | | |
|--|---|
| 1. Granmoun nan gen cheve <u>gri</u> . | - The old person has <u>grey</u> hair. |
| 2. Fanm <u>blanch</u> lan rich. | - The <u>white</u> woman is rich. |
| 3. Fi <u>nwa</u> sa a bèl anpil. | - This <u>black</u> woman is very pretty. |

✚ **The article** - An article is a word that usually accompanies a noun. Like English, Kreyòl uses definite or indefinite articles ("a" or "the") whether the noun is definite or not.

- | | |
|--|--|
| 1. Andre chwazi <u>yon</u> kostim mawon. | - Andre has chosen <u>a</u> brown suit. |
| 2. Kostim <u>nan</u> pa blan. | - <u>The</u> suit is not white. |
| 3. Fi <u>a</u> achete <u>yon</u> pòm. | - <u>The</u> woman bought <u>an</u> apple. |

✚ **The indefinite article** - The indefinite article is **yon** in Kreyòl and it always precedes the noun it accompanies. **Yon** corresponds to the English **a/an**. The indefinite article **yon** indicates that the noun is not particular or identifiable by the listener. Note that the **y** sound of **yon** is often dropped when speaking.

- | | |
|---|--|
| 1. Wozlò achte <u>yon</u> bèl wòb blan. | - Wozlò bought <u>a</u> beautiful white dress. |
| 2. Andre pran yon kravati nwa. | - Andre got <u>a</u> black tie. |
| 3. Se <u>yon</u> chemiz blan pou ou mete. | - You must wear <u>a</u> white shirt. |
| 4. S <u>on</u> chemiz blan pou ou mete. | - You must wear <u>a</u> white shirt. |

- ✚ **The plural form of the articles** – The indefinite article is generally omitted if the noun is plural. The absence of an article specifically indicates that the plural noun is indefinite. Note that only nouns whose singular form is accompanied by the definite article can be made plural. The plural marker is **yo** and it is placed after the noun.

- | | | |
|--|---|---|
| 1. Li achte <u>yon</u> kravati./li achte Ø kravati. | - | He bought <u>a</u> tie./ He bought Ø ties. |
| 2. Se <u>yon</u> chemiz./ Se Ø chemiz. | - | This is <u>a</u> shirt./ these are Ø shirts. |
| 3. M mete kilòt <u>la</u> ./M mete kilòt <u>yo</u> . | - | I wear <u>the</u> panty./I wear <u>the</u> panties. |
| 4. Lave mayo <u>a</u> ./lave mayo <u>yo</u> . | - | Wash <u>the</u> T-shirt./Wash <u>the</u> T-shirts. |

ANNOU PRATIKE



- A. CD 1- 61 – Koute byen.** You will hear 10 statements about clothing. Listen to each statement, and then indicate whether you hear “**definite**” or “**indefinite**” nouns.

definite

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

indefinite

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

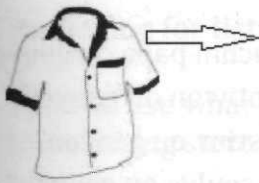
definite

6. ☐
7. ☐
8. ☐
9. ☐
10. ☐

indefinite

6. ☐
7. ☐
8. ☐
9. ☐
10. ☐

B. Identify the following clothing items using an indefinite article like in the example.



Example: *Se yon chemiz.*



C. Change the underlined nouns in the following sentences to the plural form.

- | | |
|---|--|
| 1. Madanm nan eseye <u>yon pantalèt</u> . | 6. Li achte <u>yon kostim</u> . |
| 2. Andre mete <u>soulye a</u> . | 7. Chal eseye <u>sentiwon an</u> . |
| 3. Ti gason an eseye <u>slip la</u> . | 8. Chal mete <u>bous la</u> nan pòch li. |
| 4. Wozlò achte <u>yon wòb</u> . | 9. Mimoz ap lave <u>jip la</u> . |
| 5. Se <u>yon kilòt</u> . | 10. Se <u>yon kivèt</u> . |

D. Konbyen ou genyen nan bagay sa yo? Answer to the following questions to talk about your belongings.

- | | |
|--|------------------------------------|
| 1. Konbyen kay fanmi ou genyen? | 5. Konbyen machin papa ou genyen ? |
| 2. Konbyen twalèt ki gen nan kay la? | 6. Konbyen sentiwon ou genyen? |
| 3. Konbyen plaka ou genyen nan chanm ou? | 7. Konbyen kostim ou genyen? |
| 4. Konbyen machin ou genyen ? | 8. Konbyen pè soulye ou genyen? |

III. The consonant /g/

✚ The consonant **G** is one of the consonant sounds that have a distinctive phonetic behavior. Remember that one of the four fundamental rules of the Kreyòl language is: a sign always sounds the same way in all contexts. Therefore, the consonant **G** is always pronounced like the **G** in *gas, guitar, jungle* or *bag*. Note that the consonant **G** is never pronounced like in the English words *gentle* or *generous*.

ANNOU PRATIKE



A. CD 1- 62 – Listen and repeat the following words with the consonant sound **G**.

G, g : gade, gagòt, garanti, ge, gen, gid, gita, glas, glise, global, gout, gòj, gwòg, granmoun, grave, grenn, griye, dwòg, bag, blag, blage, magazen.



B. CD 1- 63 – Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → Ban m yon ti _____ non monchè.

You write → Ban m yon ti gwòg non monchè.

- | | |
|--------------------------------------|---|
| 1. Yo vann _____ nan _____ sa a. | 6. Lari a _____ anpil. |
| 2. _____ nan ap _____ televizyon. | 7. _____ la pa kab desann nan _____ li. |
| 3. _____ sa yo renmen bay _____. | 8. Èske yo ba w _____ sou _____ la? |
| 4. _____ la fè dlo a _____. | 9. _____ kouman l ap _____ vyann nan. |
| 5. Yo te _____ non m sou _____ sa a. | 10. Ti _____ an ge paske l _____ ven _____. |

IV. Annou Koute

✦ Preparing for listening

You will use what you have learned to understand the following recording describing two clothing stores.

CD 1- 64 – De magazen kote yo vann rad ak soulye

A. Anvan ou koute. Imagine that someone in your family is getting married and you are looking for a store to buy clothes for the wedding. Think of what you want to buy.

B. Pandan w ap koute. Chal is describing two clothing stores that he visited. Listen carefully to what he is saying about each store.

1. Check what one can find in each store as Chal describes them.

| | KADIS | DÈLMA DE MIL |
|--------------------------------|-------|--------------|
| Yo vann chè anpil. | | |
| Bagay yo bon mache. | | |
| Se magazen boujwa. | | |
| Se magazen pèp. | | |
| Gen anpil soulye ak sandal. | | |
| Pa gen anpil soulye ak sandal. | | |
| Yo vann bijou dyaman. | | |
| Yo vann bijou ki pa chè. | | |
| Yo gen bèl kostim. | | |
| Yo pa vann bijou dyaman. | | |

2. Listen again to make sure that you checked all details that Chal mentioned.

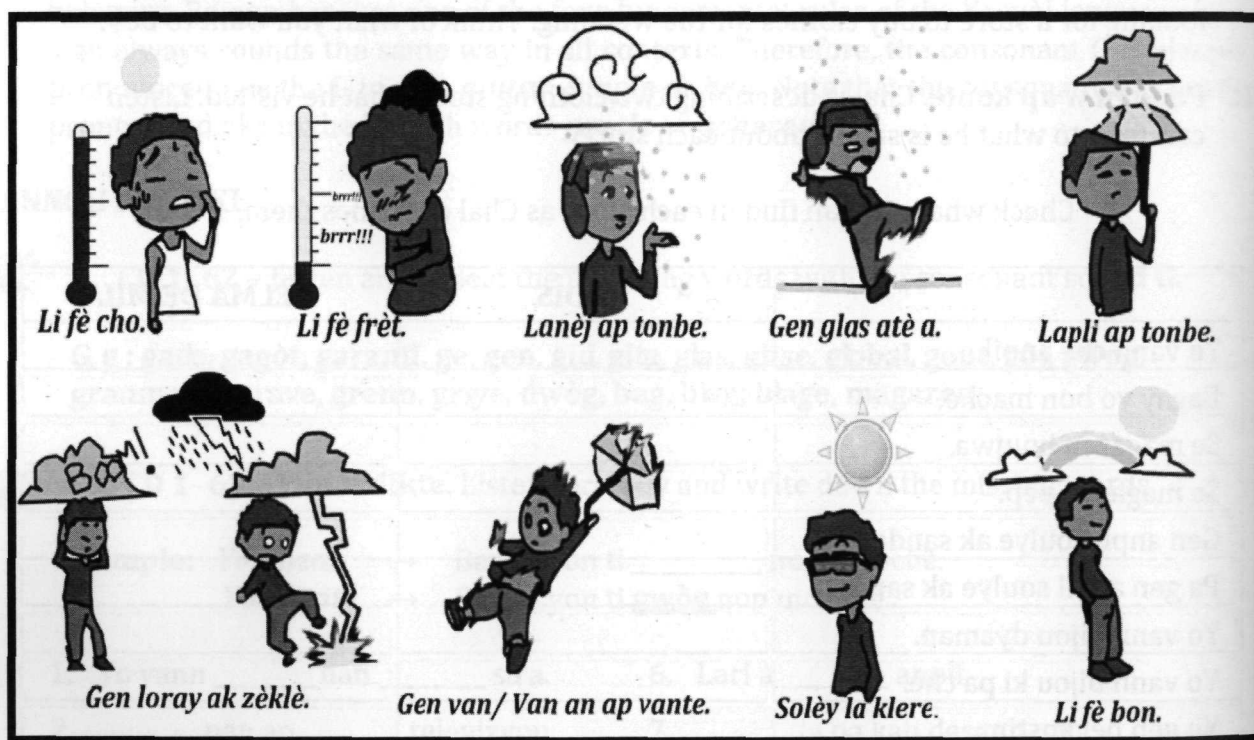
C. Lè ou fin koute. Discuss the following questions in Kreyòl with your classmates.

3. Dapre deskripsyon Chal fè sou de magazen yo, èske fòk li ta ale nan premye a oswa dezyèm nan? Poukisa?
4. E ou menm? Ki magazen ou ta chwazi? Poukisa?

Leson 2 : Gwo van, ti lapli!

- Language aim: *Describing the weather and the seasons*
- Vocabulary: *Ekpresyon ak mo pou dekri tan ak sezon yo*
- Grammar and structures: *The singular definite article (singular and plural)*
- Pronunciation and spelling: *The consonant /j/*
- Writing: *Yon lèt oswa imel pou dekri tan ak sezon*

I. Kijan tan an ye?



✚ *Use these expressions to talk about the weather*

| | | | |
|-----------------|-----------------|--------------|--------------|
| bon tan | good weather | meteyowoloji | meteorology |
| bwouya | fog | nyaj | clouds |
| chalè | heat, warmth | move tan | bad weather |
| degre santigrad | degree Celsius | otòn/lotòn | autumn/fall |
| ete/lete | summer | parapli | umbrella |
| fredi | cold | prentan | spring |
| glas | ice, frost | sezon | season |
| glas | mirror | sezon lapli | rainy season |
| ivè/livè | winter | sezon sèk | dry season |
| lanèj | snow | solèy | sun |
| lanmè | sea | syèl | sky |
| lapli | rain | tanperati | temperature |
| lavalas | torrential rain | tèmomèt | thermometer |
| loray gronde | loud thunder | zeklè | lightning |

✚ *Use these expressions to discuss weather and clothing*

- Nou mete **rad lejè** oswa **rad dekòlte** tankou mayo, chòt ak **bout kanson** lè li fè cho anpil.
- Li fè fre nan mwa desanm ak janvyè. Moun Kenskòf yo mete **chanday**.
- Nan peyi Etazini oswa Kanada, moun yo mete gwo manto nan sezon ivè.
- Nan sezon lapli, nou mete padesi oswa nou louvri yon parapli sou tèt nou.
- Lè solèy la klere anpil, nou kab mete **chapo pay**.
- *Light clothes; open-necked cloth; short pants*
- *Sweater;*
- *Straw hat.*



CD 1- 65 – DJALÒG

• *Wozlò and Filip, her future husband, are talking about where to go for their honeymoon depending on the weather. Listen to their conversation.*

- Wozlò:** - Cheri. Ak move tan sa a, nou mèt bliye koze lindemyèl sou bato sa wi.
Filip: - *Sanble sa wi! Lapli a pa janm rete epi loray ap gwonde byen fò.*
Wozlò: - Ou pa t koute meteyo nan radyo pou tandè si gen move tan?
Filip: - *M pa t fè sa non. Men, jan tan an ye la, nou pa ka monte lanmè non.*
Wozlò: - Se sa m ta di tou! Alò, kisa n ap fè pou lindemyèl nou?
Filip: - *Olye nou pran bato, annou kondui pou n al Okay tandè!*
Wozlò: - M pa ta pran chans non ak lapli sa a! Wout la gendwa glise.
Filip: - *Se vre wi! Epi gwo dlo ka desann vin bare wout la.*
Wozlò: - Ou poko janm di m sa n ap fè non.
Filip: - Ebyen! N ap fè lindemyèl nou nan otèl Montana.
Wozlò: - Nou pa gen lechwa non! Ann reziyen nou.
Filip: - *Ou pa bezwen tris tandè Cheri! M ap mennen w nan yon kwazyè Bayamas mwa pwochen.*
Wozlò: - Kwazyè Bayamas? Ak ki lajan? A! Gwo van ti lapli!

⚡ **ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA**

➤ **Answer the following questions in Kreyòl according to the dialogue.**

1. Èske Wozlò ak Filip ap pase lindemyèl yo sou bato? Poukisa?
2. Èske Filip te koute meteyo nan radyo?
3. Èske Wozlò ak Filip ap kondui ale nan vil Okay? Poukisa?
4. Ki kote Wozlò ak Filip ap pase lindemyèl yo alafen?
5. Èske Wozlò kwè Filip ap mennen l nan kwazyè Bayamas? Poukisa?

❖ **Enfòmasyon kiltirèl:** *Gwo van, ti lapli!* This sentence is a very popular saying used in Haiti. It means "All talk and no action." At the end of the dialogue, Filip told Wozlò he would take her on a cruise to The Bahamas. But Wozlò knows he cannot afford it. That is why she said "*Gwo van, ti lapli!*" Haitian men like to impress women. They tend to make great promises that they cannot keep because they do not have enough money.

ANNOU PRATIKE



A. CD 1- 66 – Koute byen. Bilten meteyo. Listen to the weather forecast and answer the following questions by ticking **Vrè** or **Fo**.

| | Vrè | Fo |
|--|--------------------------|--------------------------|
| 1. Se sezon ivè | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sezon prentan an ap koumanse 21 mas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Li fè 28 degre santigrad jodi vandredi a. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Pa gen van jodi vandredi a. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. P ap gen solèy nan peyi a nan samdi. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. L ap fè cho anpil nan samdi. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Fòk nou itilize parapli ak padesi nou nan samdi. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Lapli pral tonbe tout jounen an nan dimanch. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Tanperati a ap varye ant 29 e 31 degre nan samdi. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Tan ap agreyab anpil nan dimanch. | <input type="checkbox"/> | <input type="checkbox"/> |

B. Ki sezon oswa kijan tan an ye? Match column one to column two as in the example.

Example: - Li fè cho anpil. → **Answer:** Se sezon ete.

- | | |
|---|------------------------------------|
| 1. Lapli tonbe anpil; gen gwo dlo. | a) Se sezon ivè. |
| 2. Lapli pa janm tonbe; sous dlo yo sèch. | b) Nou mete rad lèjè ak chapo pay. |
| 3. Solèy la klere; li fè cho anpil. | c) Gen move tan. |
| 4. Loray ap gwonde; gen gwo van. | d) Se sezon lapli. |
| 5. Syèl la kouvri ak nyaj; lapli pral tonbe. | e) Se inondasyon/lavalas. |
| 6. Li fè frèt anpil; lanèj ap tonbe. | f) Se sezon prentan. |
| 7. Tout fèy pyebwa yo tonbe. | g) Se sezon otòn. |
| 8. Pyebwa yo rekoumanse fè fèy ak flè. | h) Se sezon sèk. |
| 9. Sous ak rivyè gen anpil dlo pou wouze jaden. | i) Moun yo louvri yon parapli. |
| 10. Lapli ap tonbe deyò a. | j) Tan an mare. |

C. Ki kalite rad nou mete nan sezon ak tan sa yo? What kind of clothes do you normally wear in the following seasons and weather conditions?

Example: Se sezon ete; li fè cho. → **Answer:** M mete rad lejè tankou chòt ak mayo.

- | | |
|-------------------------------------|-------------------------------------|
| 1. Lapli ap tonbe anpil; | 4. Li fè fre; tanperati a 20 degre. |
| 2. Solèy la klere; li fè cho anpil. | 5. Se sezon ivè, li fè frèt anpil. |
| 3. Gen fre di; lanèj ap tonbe. | 6. Gen chalè; solèy la cho. |

D. E ou menm? Ask your partner the following questions.

1. Kijan tan an ye jodi a?
2. Èske li fè cho jodi a?
3. Kijan tan an ye nan peyi ou nan sezon otòn?
4. Kijan tan an ye nan peyi ou nan sezon ivè?
5. Èske ou renmen lè li fè cho oswa lè li fè frèt? Poukisa?
6. Èske ou kab fè eski nan peyi ou? Poukisa?
7. Ki sezon ou pi renmen? Poukisa?
8. Kisa ou renmen fè lè lapli ap tonbe?

II. The definite article

✚ **Review of the indefinite article** – Remember that the indefinite article *yon* corresponds to the English indefinite article **a/an** and it always precedes the noun it accompanies. It is used to refer to a noun that has not been previously identified or mentioned.

✚ **The definite article** – The Kreyòl definite article has five different forms: **la/lan/ nan/ a/an/**. All these forms roughly correspond to the English definite article “**the**”. Like in English, the Kreyòl definite article is used to refer to a previously mentioned noun. Consider these examples.

- | | |
|--|---|
| - Wozlò achte <u>yon</u> bèl wòb blan. | <i>Wozlò bought <u>a</u> beautiful white dress.</i> |
| - Kote wòb <u>la</u> ? | <i>Where is <u>the</u> dress.</i> |

The singular definite article “**la**” is used in the second sentence to indicate that the noun “**wòb**” has been identified earlier and is known by the listener.

✚ **The place and the forms of the definite article** – While the definite article comes before the noun in English, it comes after the noun in Kreyòl. Since the definite article occurs after the noun, it varies according to the last segment of the noun or any word it follows.

- | | | |
|--|-------------------------|----------------------------------|
| 1. “ la ” occurs after non nasal consonants. | Se liy <u>la</u> . | <i>This is the book.</i> |
| 2. “ lan ” occurs after non nasal consonants preceded by a nasal vowel. | Se mont <u>lan</u> | <i>This is the watch.</i> |
| 3. “ nan ” occurs after non nasal consonants. | Se machin <u>nan</u> . | <i>This is the car.</i> |
| 4. “ a ” occurs after oral vowels. | Se tabl <u>a</u> . | <i>This is the board.</i> |
| 5. “ an ” occurs after nasal vowels. | Se sentiwon <u>an</u> . | <i>This is the belt.</i> |

- ✚ **The plural form of the definite article** – Remember that only nouns whose singular form is accompanied by the definite article can be made plural. All five singular forms of the Kreyòl definite article change to **yo** when referring to plural nouns.

| SINGULAR | PLURAL | ENGLISH |
|---------------------------|-------------------------|---------------------------------|
| - Se liy la . | Se liv yo . | - These are the books. |
| - Se mont lan | Se mont yo . | - These are the watches. |
| - Se machin nan . | Se machin yo . | - These are the cars. |
| - Se tablò a . | Se tablò yo . | - These are the boards. |
| - Se sentiwon an . | Se sentiwon yo . | - These are the belts. |

ANNOU PRATIKE



- A. CD 1- 67– **Koute byen**. You will hear 10 statements about clothing. Listen to each statement, and then indicate whether you hear “**definite**” or “**indefinite**” nouns.

| definite | indefinite | definite | indefinite |
|-----------------------------|--------------------------|------------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> | 10. <input type="checkbox"/> | <input type="checkbox"/> |

- B. **Sengilye oswa Pliriyèl?** Indicate whether the underlined nouns in the following sentences are “**singular**” or “**plural**”.

1. L ap siye soulye yo.
2. Wòzlò achte rad.
3. Gen anpil kostim nan magazen an.
4. Andre pa pran kravat yo.
5. Ti gason an ap zipe pantalon l.
6. Anayiz ap tòde mayo a.
7. Fi a ap koud rad yo.
8. Mari renmen jip li achte a.
9. Li deboutonen chemiz lan.
10. Ou bezwen deboukle sentiwon an.
11. Mont lan an pàn; li pa bay lè ankò.
12. Nan ki ri magazen rad la ye?
13. Yo pa vle wè rad sou kabann nan.
14. Se pou ou mete manto a paske l fè frèt.

C. Ki fonèm ki nan fen mo sa yo? Indicate the phonetic nature of the last sound segment (s) of the following nouns. These segments are underlined. Then add the correct form of the definite article to each of them.

Example 1: machin → **Answer:** The last segment is a nasal consonant: **machin nan**

Example 2: kaye → **Answer:** The last segment is an oral vowel: **kaye a**

Example 3: dans → **Answer:** The last segment a non nasal consonant preceded by a nasal vowel: **dans lan**

Example 4: dan → **Answer:** The last segment is a nasal vowel: **dan an**

Example 5: kay → **Answer:** The last segment is a non nasal consonant: **kay la**

- | | |
|-----------------|----------------|
| 1. moun | 13. inondasyon |
| 2. plim | 14. siklòn |
| 3. ponp | 15. van |
| 4. sant | 16. fredj |
| 5. kay | 17. bijou |
| 6. glas | 18. lanmè |
| 7. règ | 19. mayo |
| 8. lendepandans | 20. brouya |
| 9. loray | 21. lanèj |
| 10. tònad | 22. pen |
| 11. chaṭ | 23. zòn |
| 12. plant | 24. fanm |

D. Fill in the blank with the correct singular form of the definite article.

Example: Plim _____ nan valiz _____ ki sou biwo _____.

Answer : plim **nan** nan valiz **la** ki sou biwo **a**.

1. Plim _____ se pou pwofesè _____.
2. Chen _____ chita anba pyebwa _____.
3. Flè _____ sou machin _____.
4. Solèy _____ pi klere pase lalin _____.
5. Fanm gwo vant _____ akouche jodi a.
6. Kabann _____ twò gwo pou chanm _____.
7. Van _____ t ap vante maten _____.
8. Chalè _____ oblije nou mete rad lejè.

E. Annou pote plis presizyon! Make the nouns more specific by answering the following questions with the correct form of the definite article. Follow the example.

Example: Se yon pantalon? → **Answer:** Wi, Se pantalon an.

- | | |
|--------------------------|------------------------|
| 1. Se yon soutyen? | 6. Se chosèt? |
| 2. Se yon kwizin? | 7. Se yon bous? |
| 3. Se yon machin a koud? | 8. Se tenis? |
| 4. Se rad? | 9. Se yon bout kanson? |
| 5. Se yon kilòt ? | 10. Se yon sandal? |

F. Kesyon / Repons – Ask questions with the two words provided. Ask a classmate the questions. Your classmate must answer using the correct form of the singular definite article according to the example.

Example: plim / kaye

Question: Kote plim nan? → **Answer:** Plim nan nan sou kaye a.

- | | |
|--------------------|-------------------|
| 1. dra/ kabann | 5. fè/planchèt |
| 2. Liv / etajè | 6. chodyè/recho |
| 3. abajou / ti tab | 7. bwòsdan/lavabo |
| 4. òdinatè/biwo | 8. chat/chèz |

III. The consonant /j/

✚ Remember that the consonant sound **J** is not pronounced like in the English words *June*, *job* or *july*. It is always pronounced like the **G** as in *genre* or *beige*.

ANNOU PRATIKE



A. CD 1- 68 – Listen and repeat the following words with the consonant sound **J**.

J, j: janm, janti, jipon, jip, jenn, plaj, pasaj, saj, sajès, raj, maj, manje, etranje, gòj

**B. CD 1- 69 – Listen and repeat the following pairs.**

| | |
|-------|-------|
| jan | gan |
| jazon | gazon |
| jen | gen |
| ji | Gi |
| Jid | gid |
| Jòj | gòj |
| jon | gon |

| | |
|-------|-------|
| maji | magi |
| lajè | lagè |
| leje | lege |
| nèj | nèg |
| jante | gante |
| jou | gou |
| jouda | gouda |

**C. CD 1- 70 – Yon ti dikte.** Listen carefully and write down the missing words.**Example:** *You hear* → _____ a fè _____ a bon.*You write* → Magi a fè manje a bon.

- | | |
|---------------------------------------|---|
| 1. _____ gouda a gen bon _____. | 6. _____ a byen desann nan _____. |
| 2. _____ renmen bwè _____ kowosòl. | 7. Misye _____ men l pou l _____ kawotchou a. |
| 3. _____ se yon nèg ki byen _____. | 8. Ti _____ pa janm renmen _____. |
| 4. _____ nèg sa a pa ka al nan _____. | 9. Jou _____ fè jouda, l ap _____ avè m. |
| 5. _____ ap taye _____ an. | 10. Sajès pa _____ jipon anba _____ li. |

IV. Annou ekri**✚ Writing a letter or an e-mail in Kreyòl**

In this activity, you will use what you have learned in class to write a letter or an email to a friend who lives in Haiti. In your letter/email, you will describe the weather where you live and the seasons.

✚ Writing tips

Like in English, there are different types of letters for different situations. Depending on the purpose of your letter and who you are writing it to, you may choose to write a formal or an informal letter. Here are some tips when writing an informal letter in Kreyòl:

➤ Informal letter openings

In informal letters, the word “**Machè**” for a female person or “**Monchè**” for a male person (**Wozlò Machè; Andre Monchè**) are used in a similar way to the English expression “**Dear**”. Note that the name of the person you’re writing to is generally placed before “**Machè**” and “**Monchè**”.

➤ **Informal Letter closures**

People generally end informal letters are with expressions such as **Zanmi w; Zanmi w Wozlò; Amikalman; Bizou; Abyento, N a pale, Kenbe fèm.**

- A. Anvan ou ekri.** Think about informal letters you have read or written in English. Imagine that you live in a cold country like the USA or Canada and you have a friend who lives in Haiti. What are the differences between the weather and the seasons in the two countries.
- B. Ann ekri.** Write an email or a letter to your friend in Haiti (minimum 15 sentences) in which you describe the weather and the seasons where you live. Provide the following information:
- ✓ Name of the country, state, city where you live
 - ✓ Weather conditions (snow, windy, icy, cold, hot etc...)
 - ✓ Temperatures depending on the seasons and how it feels
 - ✓ The kind of clothing you wear depend on the weather
 - ✓ Activities you do or do not do because of the weather
 - ✓ Ask your friend questions about the weather in Haiti
- C. Lè ou fin ekri.** Re-read your letter/email. Is there something else you want to add? Look closely at your letter/email to check possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below. You may begin your letter like this:

Jak monchè,

Kouman ou ye? E lafanmi? Depi lè m pati al Nouyòk la, m pa pran nouvèl ou menm.

| Total: /15 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

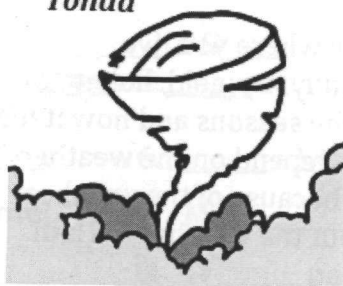
Leson 3 : Katastwòf natirèl

- Language aim: *Discussing natural disasters*
- Vocabulary: *Ekpresyon ak mo pale de katastwòf natirèl*
- Grammar and structures: *The Nouns: gender and number*
- Pronunciation and spelling: *The consonant /k/*
- Reading: *Katastwòf natirèl ann Ayiti*

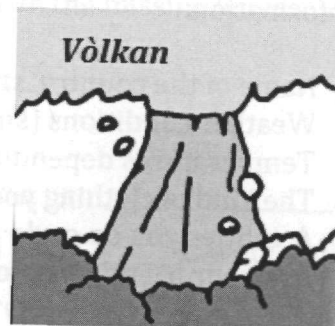
I. Kèk katastwòf natirèl ak pwoblèm atmosferik



Tònad



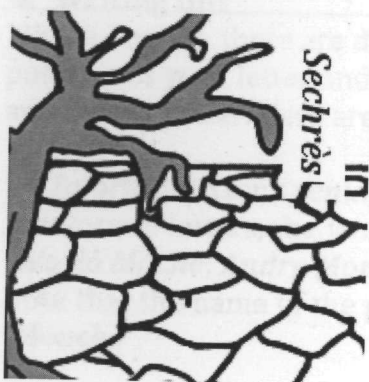
Vòlkan



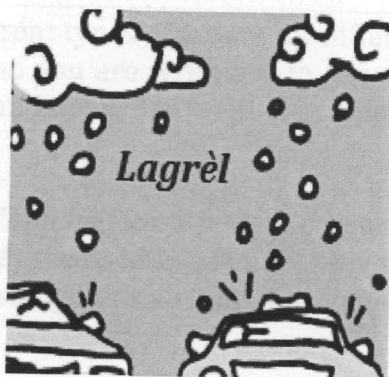
Inondasyon



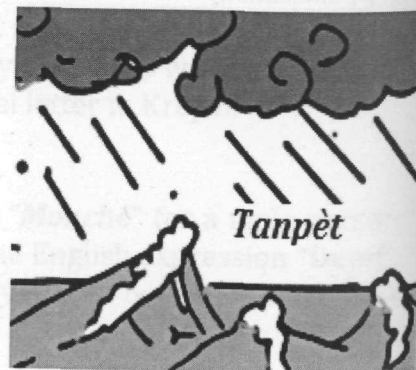
Dife



Lagrèl



Tanpèt



✚ **Use these expressions when talking about natural disasters**

- | | |
|--|---|
| 1. Nan lane 2004, <u>siklòn</u> Jàn te touye twa mil moun ann Ayiti. | - In 2004, <u>hurricane</u> Jeanne killed 3000 people in Haiti. |
| 2. <u>Glismanntèren</u> kab koze eboulman wòch ak tè nan yon pant. | - <u>Landslides</u> can cause rocks and earth to fall down a slope. |
| 3. Pa konn gen <u>tònad</u> nan peyi Dayiti. | - Generally, there are no <u>tornadoes</u> in Haiti. |
| 4. <u>Vòlkan</u> yo pa ann aktivite ann Ayiti. | - The Haitian <u>volcanoes</u> are not active. |
| 5. Pa janm gen <u>Sounami</u> ann Ayiti. | - Haiti never experiences <u>tsunamis</u> . |
| 6. Toujou gen anpil <u>inondasyon</u> nan vil Gonayiv. | - There have been many floods in the city of Gonaives. |
| 7. <u>Dife</u> pa koze dega souvan ann Ayiti. | - Fires do not often cause damage in Haiti. |
| 8. Se debwazman ki lakòz <u>sechrès</u> ann Ayiti. | - Deforestation is the cause of <u>drought</u> in Haiti. |
| 9. <u>Lagrèl</u> pa tonbe souvan ann Ayiti. | - <u>Hailstones</u> do not fall often in Haiti. |
| 10. <u>Tranblemanntè</u> mayitid 7.2, ki te frape Pòtoprens nan mwa janvye 2010 la, te touye 230 mil moun. | - The 7.2 magnitude <u>earthquake</u> , that hit Port-au-Prince in January 2010, killed 230,000 people. |
| 11. Yon <u>tanpèt</u> pi piti pase yon siklòn. | - A <u>storm</u> is less powerful than a hurricane. |
| 12. Se nan peyi fredy ki gen <u>tanpèt nèj</u> . | - <u>Blizzards</u> only happen in cold countries. |

CD 1- 71 – DJALÒG



- Wòzlò is being interviewed at a radio station after the killer earthquake that hit the capital of Haiti in January 2010. Listen to the interview.

- | | |
|--------------------|--|
| Radio host: | - M gen Wòzlò Petitòm avèk mwen nan radyo a la. Li pral pale nou de tranblemanntè 12 janvye a. Bonjou Wòzlò! Kijan ou ye jodi a? |
| Wòzlò: | - M ap boule. E ou menm? |
| Radio host: | - M pa pi mal! Èske ou ka di nou kote ou te ye e kisa ou t ap fè lè tranblemanntè a te pase? |
| Wòzlò: | - Lè tranblemanntè a, mwen t ap swiv yon kou nan fakilte lengwistik la. |
| Radio host: | - Èske ou kab eksplike nou sa k te pase? |
| Wòzlò: | - Pandan pwofesè a t ap pale, tout bagay te tonbe sekwe epi tousuit apre mi yo ak plafon klas la te tonbe sou nou. |
| Radio host: | - Èske te gen moun ki blese oswa mouri? |
| Wòzlò: | - Men wi! Pwofesè ak pifò etidyan yo mouri. Gen anpil lòt ki te blese. Mwen menm, se Bondye ki sove m ki fè m pa mouri. |

⚡ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions in Kreyòl according to the dialogue.

1. Nan ki dat tranblemanntè a te pase?
2. Ki kote Wozlò te ye lè tranblemanntè a te pase?
3. Ki aktivite Wozlò t ap fè lè tranblemanntè a te pase?
4. Kisa k te rive pwofesè ak etidyan yo?
5. Kisa k fè Wozlò pa mouri

❖ **Enfòmasyon kiltirèl:** “*Sa a se twòkèt la, chay la dèyè.*” This proverb literally means: “This is just the beginning; the worst is yet to come.” This is exactly what geologists said after the major earthquake that caused destruction and mounting death tolls in Haiti in January 2010. Since Port-au-Prince sits directly on a seismic fault line, many geologists believe that this city may experience more significant earthquakes in the future.

ANNOU PRATIKE



A. CD 1- 72 – Koute byen. Vrè oswa Fo? You will hear 10 statements about bad weather and natural disasters. Listen and choose *Vrè* or *Fo*.

| Vrè | Fo | Vrè | Fo |
|-----------------------------|--------------------------|------------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> | 10. <input type="checkbox"/> | <input type="checkbox"/> |

B. Ki katastwòf natirèl sa a? Match column one to column two as in the example.

Example: - 1. Siklòn → **Answer: k)** se gwo van sikilè ki vini ak lapli, loray ak zeklè.

- | | |
|------------------|--|
| 1. <u>Siklòn</u> | a) se anpil moso glas k ap tonbe sot nan syèl la. |
| 2. Dife | b) ou jwenn sa nan dezè kote ki pa gen dlo. |
| 3. Glismanntèren | c) sa kab fè latè sekwe jouk kay yo tonbe kraze. |
| 4. Vòlkan | d) se yon depresyon ki pi piti pase yon siklòn. |
| 5. Sounami | e) se yon twou nan tè a ki konn krache dife ak lav. |
| 6. Inondasyon | f) sa kab boule kay ou ak tou sa ou genyen. |
| 7. Sechrès | g) se yon tanpèt ou jwenn nan peyi fredri. |
| 8. Lagrèl | h) sa kab koze eboulman wòch ak tè. |
| 9. Tranblemanntè | i) se gwo dlo ki kab kouvri latè. |
| 10. Tanpèt | j) se gwo vag lanmè ki kab koze inondasyon. |
| 11. Tanpètnèj | k) se gwo van sikilè ki vini ak lapli, loray ak zeklè. |

- C. **Ann reponn kesyon!** Your classmate is asking a lot of questions about natural disasters. Answer with complete sentences.

Example: Èske ou anvi fè eksperyans tranblemanntè? Poukisa?

Possible answer : *Non, m pa anvi paske tranblemanntè kab touye moun.*

1. Kisa ki kab koze eboulman wòch ak tè?
2. Èske konn gen tanpètnèj nan peyi ou?
3. Kisa yon sounami ye?
4. Èske ou wè lagrèl deja?
5. Kisa ki pi gwo: yon tanpèt oswa yon siklòn?
6. Kisa ki kab koze sechrès?
7. Èske konn gen tanpètnèj nan peyi chalè? Poukisa?
8. Kisa ki konn krache dife ak lav.

II. The Noun: gender and number

- ✚ A noun usually refers to a person, place, thing, event, substance, quality, or idea. Nouns are divided into proper and common nouns.

- ✚ **Proper Nouns** - In Kreyòl, like English and most other languages that use the Latin alphabet, proper nouns are usually capitalized. Proper nouns generally represent unique entities like (*Jòj*: Georges; *Nouyòk*: New-York). Proper nouns are written, like any other nouns, according to the Kreyòl orthography. Consider the following examples in which proper nouns are underlined.

- | | |
|---|--|
| 1. <u>Tousen Louvèti</u> te goumen kont lesklavaj. | - <u>Toussaint Louverture</u> fought against slavery. |
| 2. <u>Jòj Wachintonn</u> se te premye prezidan ameriken. | - <u>Georges Washinton</u> was the first American president. |
| 3. Wa <u>Anri Kristòf</u> te bati <u>Sitadèl Laferyè</u> a tou pre <u>Milo</u> ann <u>Ayiti</u> . | - <u>King Henri Christophe</u> built the <u>Citadelle Laferrière</u> near <u>Milot</u> in <u>Haiti</u> . |

- ✚ **Common Nouns** - In Kreyòl, like in English, common nouns are often accompanied by a determiner. Consider the following examples in which common nouns are identified with two lines.

- | | |
|---------------------------------|--|
| 1. Se yon <u>chemiz</u> . | - It's a <u>shirt</u> . |
| 2. <u>Tan</u> an move anpil. | - The <u>weather</u> is pretty bad. |
| 3. <u>E</u> sa a pa byen abiye. | - This <u>woman</u> is not properly dressed. |

- ✚ **Nouns derived from trade marks** - English speaking people tend to call all painkillers "aspirin" or all tissues "kleenex". Similarly, many trademarks, that are supposed to be proper nouns, have become common nouns in Kreyòl. Here is a list of the most frequent trademarks used as common nouns in Kreyòl.

- | | |
|-----------------------|--|
| 1. chiklèt | - Trade mark chewing gum « Chiclets » |
| 2. dèlko | - Trade mark generator « Delco » |
| 3. djip | - Trade mark SUV « Jeep » |
| 4. frijidè | - Trade mark refrigerator « Frigidaire » |
| 5. iglou | - Trade mark cooler « Igloo » |
| 6. jilèt / razwa | - Trade mark razor blade « Gillette » |
| 7. kitèks | - Trade mark nail polish « Cutex » |
| 8. kodak | - Trade mark camera « Kodak » |
| 9. kòlgat / pat | - Trade mark toothpaste « Colgate » |
| 10. panmpèz / kouchèt | - Trade mark diaper « Pampers » |
| 11. tèmòs | - Trade mark cooler « Thermos » |

- ✚ **Singular and plural nouns** - In Kreyòl, if a noun is definite, it is pluralized by adding "yo" after it. If it is indefinite, it has no plural marker; its plurality is clear from context. Besides "yo", other words such as **anpil**, **kèk**, **yon bann**, **yon pakèt**, **plizyè** are used before the noun to indicate pluralization. Note that you must never add the letters "s" or "es" to Kreyòl nouns to make them plural like you do in English.

- | | |
|--------------------------------------|---|
| 1. Dèlko yo nan depo a. | - The generators are in the storage facility. |
| 2. Djip fèt pou wout tè. | - SUVs are made for dirt roads. |
| 3. Gen anpil byè nan frijidè a. | - There are a lot of beers in the refrigerator. |
| 4. Iglou yo chaje bwason. | - The coolers are full of drinks. |
| 5. Jilèt yo nan tiwa a. | - The razors are in the drawer. |
| 6. Li mete kitèks la sou zong li yo. | - She applied the nail polish to her nails. |
| 7. Gen douz kodak nan magazen an. | - There are twelve cameras in the store. |
| 8. Kòlgat la netwaye dan yo byen. | - Toothpaste clean the teeth well. |
| 9. Panmpèz yo nan twalèt la. | - The diapers are in the bathroom. |
| 10. M bezwen tèmòs yo kounye a. | - I need the coolers right now. |

✚ **Gender of Nouns: Female/Male** – While some words refer to male and female persons and animals, there is no grammatical gender or gender agreement in Kreyòl. However, in French, the language that gave Kreyòl 90% of its vocabulary, nouns are masculine or feminine. As a result, although there is no gender agreement in Kreyòl, there are many words that have a feminine as well as a masculine form.

✚ Here is a partial list of words (nouns and adjectives) used to distinguish between male and female.

| | |
|-----------------------------|--|
| 1. Fanm/nonm | - Woman/man |
| 2. Ti fi/ti gason | - Girl/boy |
| 3. Sè/frè | - Sister/brother |
| 4. Kouzin/kouzen | - Cousin/cousin |
| 5. Manman/papa | - Mother/father |
| 6. Manbo/oungan | - Female vodou priest/ male vodou priest |
| 7. Koutiryè/bòs tayè | - Female dress maker/ male tailor |
| 8. Chantèz/chantè | - Female singer/male singer |
| 9. Basketè/basketèz | - Male basket-ball player/female player |
| 10. Ayisyèn/ayisyen | - Female Haitian/male Haitian |
| 11. Bayameyèn/bayameyen | - Female Bahamian/male Bahamian |
| 12. Kanadyèn/kanadyen | - Female Canadian/male Canadian |
| 13. Amerikèn/ameriken | - Female American/male American |
| 14. Femèl/mal | - Female/male |
| 15. Femèl kabrit/mal kabrit | - Female goat/male goat |
| 16. Manman poul/kòk | - hen/roaster |

✚ **Gender issues with words referring to professions and nationalities** – Many Kreyòl nouns and adjectives referring to nationalities and professions have both masculine and feminine forms. Many words that end with “è” take a “z” at the end to indicate feminine such as **foutbolè/foutbolèz**; **chantè/chantèz**. Most words referring to nationality have the grave accent on the “e” that precedes the “n” like in **ayisyen/ayisyèn**; **bayameyen/bayameyèn**.

- | | |
|---------------------------------------|--|
| 1. Wòzlò fèt Ayiti, li se Ayisyèn. | - Wòzlò was born in Haiti; she is Haitian. |
| 2. Chal se ayisyen tou. | - Chal is Haitian as well. |
| 3. Fanm bayameyèn yo renmen danse. | - Bahamian women like to dance. |
| 4. Gason bayameyen yo renmen bwè byè. | - Bahamian men like to drink beer. |

ANNOU PRATIKE

A. Non pwòp oswa non komen? Draw one line under the proper nouns and two lines under the common nouns to identify them in the following sentences.

Example: Dife pa koze dega souvan ann Ayiti.

- | | |
|---|--|
| 1. Dife pa koze dega souvan ann Ayiti. | 7. Ti Manno te konn chante mizik ayisyen. |
| 2. Toujou gen inondasyon Gonayiv. | 8. Televizyon an se pou Wozlò li ye. |
| 3. Bòb Male te konn jwe mizik rege. | 9. Siklòn nan ravaje vil Okay. |
| 4. Doktè Maten Litè Kinn te gen yon rèv. | 10. Tranblemanntè a fè anpil dega nan vil Pòtoprens. |
| 5. Obama se premye prezidan nwa ameriken. | 11. Lagrèl pa tonbe souvan ann Ayiti. |
| 6. Yo prale Pòtoprens mwa pwochen. | |

B. Sengilye oswa Pliryèl? Draw one line under singular nouns and two lines under plural nouns in each of the following sentences.

Example: Se lavalas la ki charye wòch yo met nan lari a.

1. Gen anpil byè nan frijidè a.
2. Siklòn nan kraze tout kay yo.
3. Syèl la kouvri ak nyaj.
4. Machin nan gen twòp moun.
5. Gen douz kodak nan magazen an.
6. Kòlgat la netwaye dan yo byen.
7. Gen plizyè tranblemanntè ki pase deja ann Ayiti.
8. Albètò gen twa pitit : yon gason ak de fi.
9. Tanpèt ak siklòn se depresyon atmosferik yo ye.
10. Sechrès se yon katastwòf natirèl debwazman koze.

- C. **Jwenn non ak adjektif feminen yo.** Provide the feminine form for each of the following nouns which refer to male persons or animals.

Example: Nonm → **Answer:** Fanm

- | | |
|-------------|-----------------|
| 1. Mari | 9. Neve |
| 2. Bòfrè | 10. Volè |
| 3. Bòpè | 11. Travayè |
| 4. Granpè | 12. Parenn |
| 5. Kouzen | 13. Gason |
| 6. Monnonk | 14. Bòs tayè |
| 7. Oungan | 15. Mal kabrit |
| 8. Kanadyen | 16. Manman poul |

- D. **Mete non yo opliryèl.** Change the underlined segments into plural in the following sentences. Pay attention to the article used with each noun before making the changes.

1. Tranblemanntè a te fè anpil dega nan vil Pòtoprens.
2. Gen yon siklòn nan vil Okap.
3. Gen yon plim nan valiz la.
4. Gen yon sèl moun nan machin nan.
5. Kòlgat la netwaye bouch la byen.
6. Matiniken an pale franse ak kreyòl.
7. Siklòn nan kraze tout kay la.
8. Kote kodak la ye?

- E. **Ann fè yon ti konvèsasyon!** - Answer the following questions using full sentences.

1. Konbyen elèv ki gen nan klas kreyòl la?
2. Konbyen pwofesè ki gen nan klas kreyòl la?
3. Konbyen moun ki gen nan fanmi ou?
4. Konbyen pyès ki gen lakay ou?
5. Konbyen machin ou genyen?

III. The consonant /k/

- ✚ You learned that the consonant sound **k** is never silent like in English words such as **know** or **knee**. You also learned that **k** is the only letter used in Kreyòl for the hard **C** sound found in English words like **card**, **cold**, **cup** or for the **k** sound in words like **kiss**, **key** or **king**.

ANNOU PRATIKE



A. CD 1- 73 – Listen and repeat the words with the consonant sound **k**.

K, k: katastwòf, kay, kèk, kenz, kilòt, kitèks, kodak, kòk, koken, kote, kouchèt, kwoke, atmosferik, bourik, lengwistik, chiklèt, siklòn, vòlkan.

B. CD 1- 74 – Yon ti dikte. Listen carefully and write down the missing words.



Example: *You hear* → _____ kitèks _____ te achte a?

You write → Kote kitèks Karin te achte a?

1. Eske ou _____ kouman pou fè ji _____?
2. _____ ki nan kòf dèyè machin nan _____.
3. Kote _____ ki konn _____ nan _____ a?
4. Karin _____ kèk _____ anndan _____ la.
5. Yon _____ se yon depresyon _____.
6. Katrin ap swiv kou _____ nan fakilte _____ aplike a.
7. Konpè _____ ak konpè _____ toujou nan _____.
8. Jaklin ka _____ manje nan _____ nan .
9. Klòch _____ la sonnen chak _____ a _____.
10. _____ pa _____ dife depi _____ jou.

IV. Annou li

✦ Reading strategies and techniques

➤ Predict content

You learned that prediction is an important strategy in reading for comprehension. We can predict the content of a newspaper article by analyzing information from its title and the first sentence of its first paragraph. Once we check its headline, we may decide whether or not we will read this article.

Katastwòf natirèl ann Ayiti

- ✦ You will practice how to use some techniques and strategies to predict the content of newspaper articles from their headlines.

- A. Anvan ou li.** Imagine that you have an assignment on recent natural disasters in Haiti. You are in a library looking for documents on the subject. You ask a librarian and she/he is helping you. The librarian helps you find Kreyòl newspapers that contain six articles on the subject. What would be your first reaction to these articles?
- B. Pandan ou ap li.** Some of the following passages are titles and some are first sentences of articles. Read each of them in order to determine which article you will read depending on your specific topic.

1. Gwo tranblemanntè nan peyi Ayiti
2. Donatè entènasyonal yo ofri plizyè milyon dola pou ede viktim inondasyon yo epi pou rekonstwi vil Gonayiv.
3. Yon gwo tranblemanntè ratibwaze Pòtoprens
4. Prezidan Obama mande Kongrè Ameriken an yon fon lajan dijans pou ede Ayiti apre tranblemanntè 12 Janvye 2010 a.
5. Vil Gonayiv anba dlo
6. Konsila Ayisyen nan Miyami kontinye travay pou ede reskape tranblemanntè yo.

C. Lè ou fin li. Now you have read all these items, answer the following questions in English.

1. Three of the six articles are titles and three are first sentences. Identify them: which ones are titles and which ones are first sentences?
2. If your specific topic is "flooding in Haiti", which article would you read?
3. If your specific topic is "earthquake in Haiti", which article would you read?
4. If your specific topic is "response of the international community after the earthquake in Haiti", which article would you read?
5. If your specific topic is "response of the international community after the flooding", which article would you read?

D. Lè ou fin reponn kesyon yo. Re-read your answers. Is there something else you want to add or remove? Make the necessary corrections before sharing your answers with your classmates.

Leson 4 : Ann sispann koupe pyebwa

- Language aim: *Discussing ecological issues*
- Vocabulary: *Ekpresyon ak mo pale de pwoblèm ekolojik*
- Grammar and Structures: *The demonstrative (singular and plural)*
- Pronunciation and Spelling: *The consonants /m/ and /n/*
- Speaking: *Pwoblèm debwazman ann Ayiti*

I. Pwoblèm debwazman

Debwasman ka koze anpil pwoblèm nan lemonn. Poukisa moun koupe pyebwa e ki pwoblèm sa kab koze?



✚ Kèk rezon ki lakòz moun koupe pyebwa:

| | |
|--------------------|---------------------------------|
| pou bati kay | for house construction |
| pou fè chabon | to make charcoal |
| pou fè papye | to make paper |
| pou fè mèb | to make furniture |
| pou fè wout | for road construction |
| pou kiltive latè | to grow crops |
| pou pwodwi enèji | for fuel, for energy production |
| pou rezon ekonomik | for economic reasons |

✚ Konsekans debwazman sou anviwonman an:

| | |
|---------------------|-------------------------------|
| chanjman klimatik | climate change |
| deranjman sik dlo a | disruption of the water cycle |
| ewozyon latè | soil erosion |
| inondasyon | flooding |
| sechrès | drought |
| pèt biyodivèsite | loss of biodiversity |



CD 2- 1 - DJALÒG

• Two Haitian peasants, Jozafa and Anatòl, who live close to the Pic Macaya National Park in Southern Haiti, are talking about deforestation in their area. Listen to their conversation.

- Jozafa:** - O! Anatòl, Kote w ye konsa? Sa k pase?
- Anatòl:** - Enben ! Ou konnen konpè m. Nou la. N ap debat ak lavi a.
- Jozafa:** - Bon koute non! Apa m tandè nou pa gen dwa koupe pyebwa nan zòn nan ankò. Kouman nou pral fè bay fanmi nou manje?
- Anatòl:** - Konpè Jozafa, m konprann pwoblèm ou. Men se pou ou eseye konprann poukisa leta pa vle moun koupe pyebwa nan mòn nan ankò.
- Jozafa:** - Enben Anatòl! Kòm se ou k se nèg save, w a eksplike mwen.
- Anatòl:** - Otorite yo mete entèdiksyon koupe pyebwa pou anpil bon jan rezon.
- Jozafa:** - Enben di m non Anatòl! M ap tandè w wi!
- Anatòl:** - Pyebwa se youn nan bagay ki pi itil sou latè. Pyebwa gen yon enpòtans total kapital nan lavi moun ak bèt yo.
- Jozafa:** - M dakò Anatòl! Pyebwa itil vre paske lè w koupe yon pyebwa, ou jwenn li pou ou boule, pou fè chabon, mèb ak anpil lòt bagay.
- Anatòl:** - Non konpè Jozafa ! Ou pa konprann. Se pa sa m vle di. Se pa lè ou koupe

- pyebwa a li itil. Pyebwa yo gen plis enpòtans lè yo tou vivan nan tè a.*
- Jozafa:** - Kouman sa Anatòl? M poko janm konprann sa ou ap di a.
- Anatòl:** - *Koute byen. Pyebwa yo itil lè yo nan tè a paske se yo ki fè lapli tonbe; se yo ki pwoteje bon tè nou itilize pou fè jaden; se pyebwa yo ki bay anpil zwazo ak lòt bèt manje ak kote pou fè nich yo.*
- Jozafa:** - A bon! Kidonk lè nou koupe pyebwa, bèt yo ka mouri epi sa ka fè lapli pa janm tonbe. Jan nou bezwen dlo pou jaden diri yo!
- Anatòl:** - *A! Ou konprann mwen! Lè w koupe pyebwa yo, tè a vinn sèk epi anyen p ap ka pouse ladan l. Epi tout sous dlo yo ap vin sèch tou.*
- Jozafa:** - Bon! ou gen rezon Anatòl. Fòk nou al bay lòt moun yo bon nouvèl sa a

❖ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Answer the following questions according to the dialogue.

1. Ki moun ki pi parèt entèlijan: Jozafa, oswa Anatòl? Poukisa?
2. Ki pwoblèm Jozafa genyen ak koze sispann koupe pyebwa a?
3. Èske nan kòmansman djalòg la, Jozafa te konprann poukisa leta pa vle moun koupe pyebwa nan zòn nan?
4. Dapre sa Anatòl eksplike, poukisa leta pa vle moun koupe pyebwa nan zòn nan?
5. Kilè pyebwa gen plis enpòtans: lè yo vivan oswa lè yo koupe?
6. Ki enpòtans pyebwa genyen pou zwazo ak lòt bèt yo?
7. Lè yo koupe pyebwa, ki katastwòf natirèl sa ka koze?
8. Èske Jozafa te vin dakò ak Anatòl? Poukisa?

- ❖ **Enfòmasyon kiltirèl:** Deforestation in Haiti is a serious environmental problem. There are only three remaining natural forests in Haiti: La Visite National Park, located 22 km south-southeast of Port-au-Prince; Pic Macaya National Park located in the Massif de la Hotte Mountain Range in the southern peninsula of Haiti; and Forêt des Pins located in the Southeast region. Because of political and economic disorder, it's very difficult for the Haitian government to prevent people from cutting trees for building materials or to make charcoal, which is used for cooking.

ANNOU PRATIKE



A. CD 2- 2 – Koute byen. Rezon oswa Konsekans? You will hear 10 statements about causes and consequences of deforestation. Listen to each statement, and then indicate whether it is a **Rezon** or a **Konsekans** of deforestation.

Rezon**Konsekans**1. ☐☐2. ☐☐3. ☐☐4. ☐☐5. ☐☐**Rezon****Konsekans**6. ☐☐7. ☐☐8. ☐☐9. ☐☐10. ☐☐

B. Rezon ak konsekans deforestasyon - Match column one to column two as in the example provided.

Example: - 1. chanjman klimatik → **Answer: e)** latè vin pi cho oswa pi frèt

1. chanjman klimatik

a) pou moun rete

2. bati kay

b) lapli pa tonbe menm jan

3. deranjman sik dlo a

c) disparisyon plant ak bèt yo

4. fè chabon

d) lapli pote bon tè yo al nan lanmè

5. ewozyon latè

e) latè vin pi cho oswa pi frèt

6. fè papyè

f) plante ak rekòlte

7. inondasyon

g) pou vwayaje vit

8. fè mèb

h) gwo dlo ki kouvri tout bagay

9. pèt biyodivèsite

i) pou kwit manje

10. fè wout

j) pou kaye ak liv

11. kiltive latè

k) pou mete nan kay

- C. **Ann fè yon ti konvèsasyon!** - Your classmate is asking a lot of questions about natural disasters. Answer with complete sentences.

Example: Èske moun koupe anpil pyebwa nan peyi ou? Poukisa?

Possible answer : *Wi, nan peyi m, yo koupe anpil pyebwa pou fè chabon.*

1. Kisa “pèt biyodivèsite” vle di?
2. Ki konsekans chanjman klimatik kab genyen sou anviwonman an?
3. Ak kisa yo fè chabon?
4. Kouman yo rele fenomèn lè lapli pote bon tè yo al nan lanmè a?
5. Kisa yo fè ak chabon?
6. Kijan yo rele fenomèn rechofman oswa refwadisman latè?
7. Kisa k koze deranjman sik dlo a?
8. Kijan yo rele fenomèn ki fè lapli pa tonbe epi sous yo sèch la?

II. The demonstrative (singular and plural)

- ⬇ You learned that one of the five singular forms of the definite article or determiner is “**a**” and the only form used for the plural is “**yo**”. The Kreyòl demonstrative determiner is “**sa**”. It’s always combined with the definite article forms “**a**” (**sa a**) for the singular or “**yo**” (**sa yo**) for the plural. Note that the demonstrative determiners follow the noun in Kreyòl.

- | | |
|---------------------------------------|--|
| 1. Chemiz <u>sa a</u> twò piti. | - <u>This/that</u> shirt is too small. |
| 2. Soulye sa yo sal. | - <u>These/those</u> shoes are dirty. |
| 3. Ou mèt abiye ak rad <u>sa yo</u> . | - You may put on <u>these/those</u> clothes. |
| 4. Sa a se yon siklòn. | - This is a hurricane. |
| 5. Sa yo se lagrèl. | - These are hailstones. |



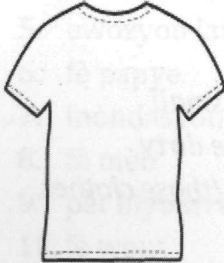

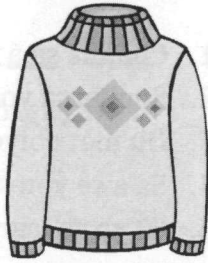
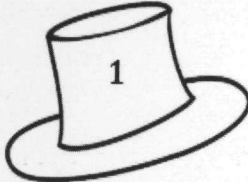
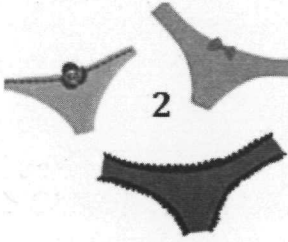
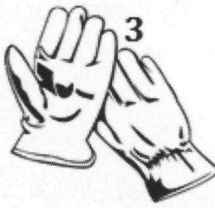
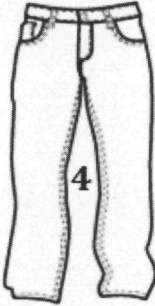
- ✚ As indicated in the examples above, “**sa a**” corresponds to both **this/that** and “**sa yo**” corresponds to both **these/those**. However, in Kreyòl, there exists the forms “**sila a**” and “**sila yo**” which can be translated in English by **these/those** as well as by **that/this one; these/those ones**.

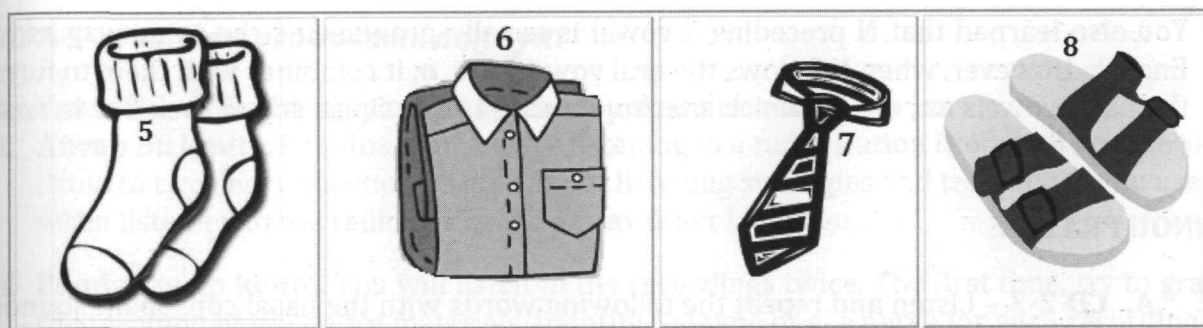
- | | |
|---|---|
| 1. Jip <u>sila a</u> sanble sal. | - <u>That</u> skirt seems to be dirty. |
| 2. Rad <u>sila yo</u> pwòp. | - <u>Those</u> clothes are clean. |
| 3. Chemiz <u>sa a</u> twò piti men <u>sila a</u> bon. | - <u>This</u> shirt is too small but <u>that one</u> is fine. |
| 4. Soulye <u>sa yo</u> nwa men <u>sila yo</u> blan. | - <u>These</u> shoes are black but <u>those ones</u> are white |
| 5. Ou mèt abiye ak rad <u>sa yo</u> , men ou pa dwe mete <u>sila yo</u> . | - You may put on <u>these</u> clothes, but don't wear <u>these/those ones</u> . |

ANNOU PRATIKE

- A. **Kisa sa yo ye?** Identify the following clothing items using the correct demonstrative determiner like in the examples.

Examples

| | | | |
|---|--|--|---|
| <p>Sa a se yon mayo.</p>  | <p>Sa yo se rad.</p>  | <p>Sa a se yon chanday.</p>  | |
|  |  |  |  |



B. Change the underlined singular elements in the following sentences to the plural.

1. Tranblemanntè sa a te vin pou touye Ayisyen.
2. Andre mete soulye sa a.
3. Ti gason an mete slip sila a.
4. Sa a se yon wòb.
5. Sa a se kilòt la.
6. Li mete tenis sa a nan pye l.
7. Chal mete sentiwon an.
8. Chal chwazi bous sa a.
9. Sa a se gwo van an.
10. Sa se yon siklòn.

C. **Ann pote plis prezizyon!** Replace the definite or indefinite article of the underlined nouns by the correct form of the demonstrative determiner.

Example: - Pa achte soulye yo. → **Answer:** Pa achte soulye sa yo.

- | | |
|--|--|
| 1. Fè atansyon ak gwo <u>van an</u> . | 5. Etenn <u>dife a</u> . |
| 2. <u>Siklòn yo</u> pral fè anpil dega. | 6. <u>Tònad la</u> vini ak gwo van, loray epi lapli. |
| 3. <u>Inondasyon an</u> touye plis pase de mil moun. | 7. Se <u>pevizan yo</u> ki koupe pyebwa a pou fè chabon. |
| 4. A kilè <u>tranblemanntè a</u> te pase? | 8. Debwazman lakòz lanmò <u>zwazo yo</u> . |

III. The consonant /m/ and /n/

- ⚡ **M** and **N** are both considered to be nasal consonants. You learned that in Kreyòl, the nasal consonant **M** never substitutes for **N** before **P** and **B** as it does in English words like *ample*, *embassy*, or *womb*.

- ✚ You also learned that **N** preceding a vowel is usually pronounced the same way as in English. However, when **N** follows the oral vowels **a, e, o**, it combines with them to form the nasal vowels **an, en, on** which are pronounced as one single sound each like in **van, ven, and pon**.

ANNOU PRATIKÉ



- A. CD 2-3 – Listen and repeat the following words with the nasal consonant sounds **M** and **N**.

ane, bann, bannann, janm, konn, lane, lanmou, machin, madanm, malad, manm, mayo, mennaj, pàn, siklòn, timoun vann, zanmann, manyen



- B. CD 2-4 – **Yon ti dikte**. Listen carefully and write down the missing words.

Example: *You hear* → Madanm nan pa _____ banm _____ timoun yo.
You write → Madanm nan pa janm banm mayo timoun yo.

1. Madan Masèl se _____ ki konn _____ manm gason.
2. Siklòn Alèn te bay _____ Okay anpil _____ nan _____ 1980.
3. Jaklin di _____ klimatik la se _____ ki lakòz li.
4. Malèn ap _____ Marigo _____ pwochenn pou l al wè _____ li.
5. Matla ki sou _____ michou an pa bon _____.
6. _____ bannann nan konn _____ mayi _____ tou.
7. _____ sa a ap kouri tout _____ nan _____ nan.
8. _____ ki rele Mimin nan se yon jenn _____.
9. Grenn _____ pa janm _____ san soupe.
10. Mayi ak _____ se manje _____ achte pou ti _____.

IV. Annou koute

✚ Listening strategies and techniques

➤ *Recognizing the genre of spoken discourse*

While learning Kreyòl, you will come across various types of spoken discourse such as political speeches, radio interviews, commercials, messages on answering machine, news broadcast etc. Try to identify the context of what you hear so that you can activate your background knowledge about that type of discourse and identify the speaker's intentions.

CD 2-5 – Fenomèn debwazman ann Ayiti

✚ You will practice identifying the types of spoken discourse.

A. Anvan ou koute. Imagine that you are listening to a radio station in Haiti. Be ready to listen to two short selections. Think about listening strategies and techniques you use when listening to the radio in English or any other language.

B. Pandan w ap koute. You will listen to the recordings twice. The first time, try to grasp the meaning of the entire materials. Identify the type of discourse for each recording as well their purpose. The second time, listen for details so you can be ready to answer some questions.

✚ *Some new words from the materials you are about to listen*

| | | | |
|---------------|-------------------------------|------------------|---------------------------|
| Kafoufèy | <i>name of a neighborhood</i> | toutlasentjounen | <i>all day long</i> |
| pwovoke | <i>to cause</i> | Mòn Lopital | <i>name of a mountain</i> |
| malè | <i>misfortune</i> | egzije | <i>to demand</i> |
| rejiyon | <i>area</i> | pwogram | <i>program</i> |
| metwopolitèn | <i>metropolitan</i> | rebwazman | <i>reforestation</i> |
| kretyen vivan | <i>human being</i> | mete sou pye | <i>to put in place</i> |
| blese | <i>injured</i> | sispann | <i>to stop</i> |
| pèdi lavi | <i>to lose one's life</i> | kwit manje | <i>to cook</i> |
| mobilize | <i>to mobilize, to rally</i> | chabon bwa | <i>charcoal</i> |
| manifestan | <i>demonstrators</i> | recho | <i>stove</i> |
| entèdi | <i>to forbid</i> | recho gaz | <i>gas stove</i> |
| kamyon | <i>truck</i> | gaz pwopàn | <i>propane gas</i> |
| anplis | <i>moreover</i> | solisyon | <i>solution</i> |

C. Lè ou fin koute. Work in groups of three or four to answer the following questions in Kreyòl about the two recordings.

1. What is the genre of each the two selections? Justify your answer.
2. Suggest a title for each selection. Provide the titles in Kreyòl.
3. Ki dat epi ki kote gwo lapli a te tonbe?
4. Ki katastwòf natirèl gwo lapli a te koze nan anviwonman an?
5. Konbyen moun katastwòf natirèl sa yo te touye epi blese?
6. Ki reyaksyon moun yo apre sa k te pase a?
7. Kisa moun yo te reklame nan mouvman revandikasyon yo a.
8. Ki kalite eksepsyonèl recho Bip Ti Cheri a genyen?

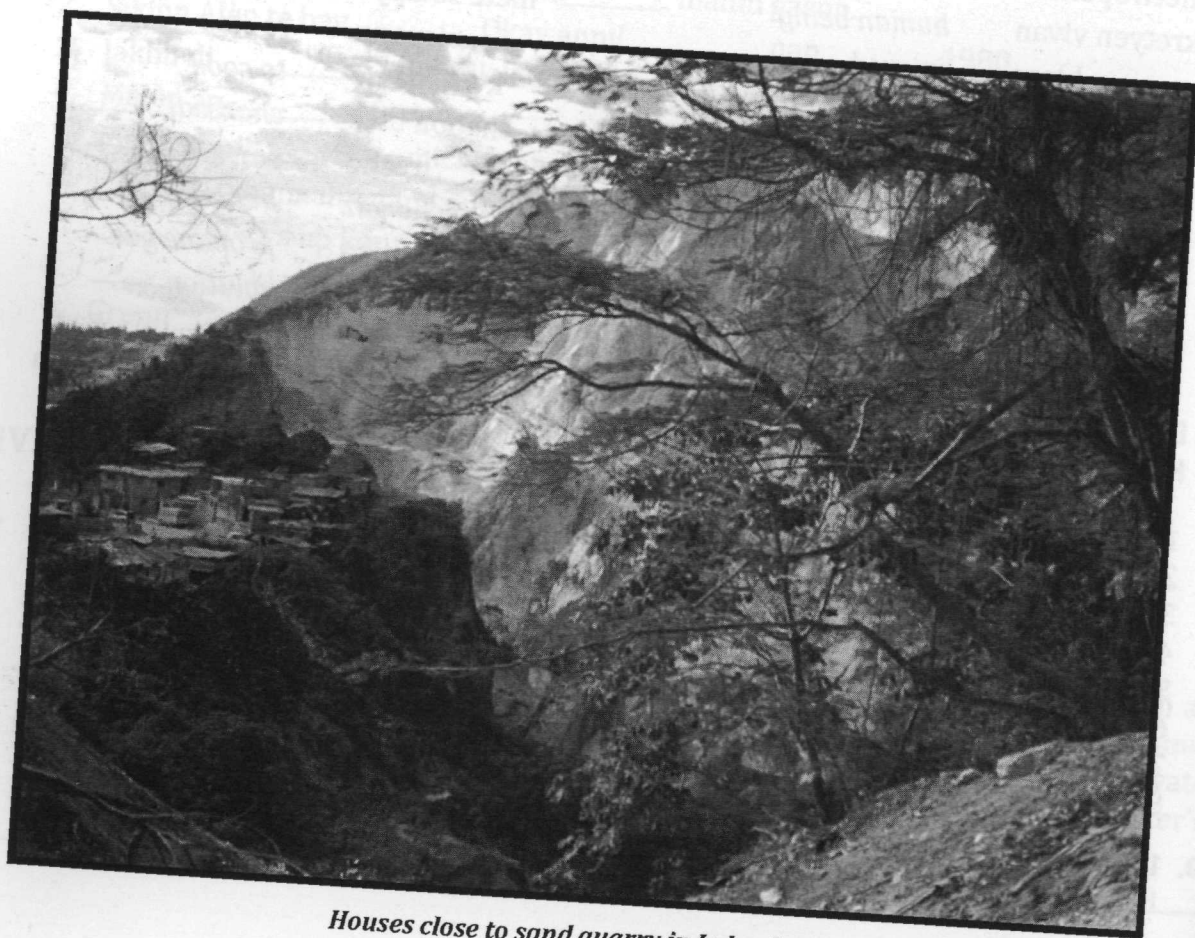
D. Lè ou fin reponn kesyon yo. Re-read your answers. Make the necessary corrections before sharing your answers with your classmates.

Dosye sosyoeekolojik

Ecological issues in Haiti

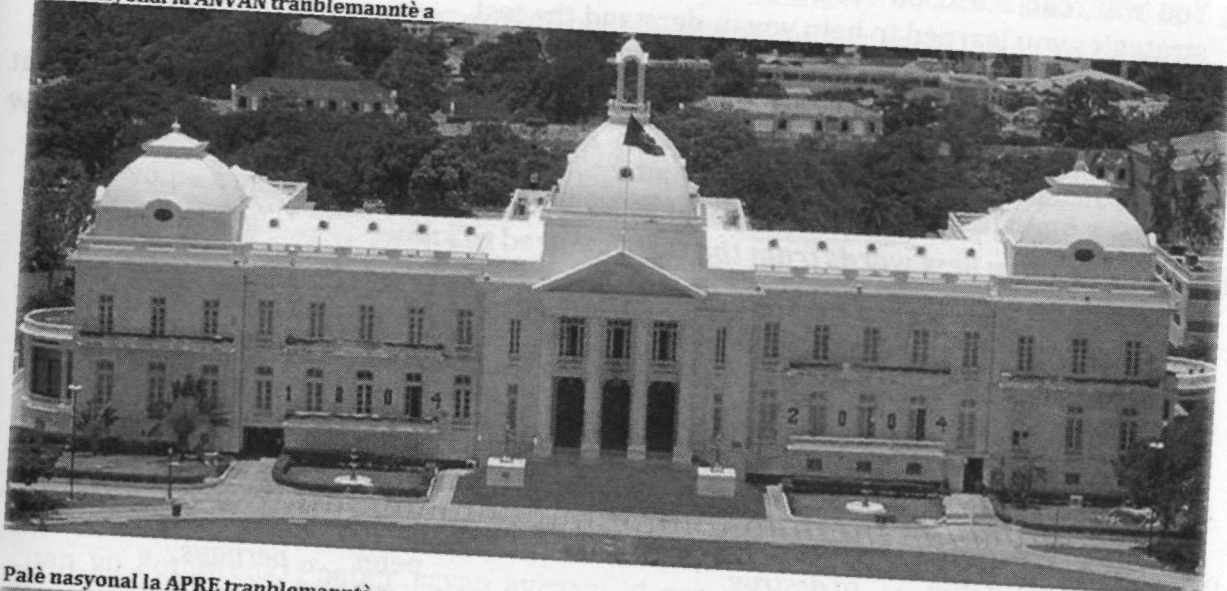
Before the mid-January 2010 earthquakes, Haiti was already the economically poorest and one of the most environmentally degraded countries in the Caribbean. The quakes aggravated both the economic and the ecological situations. Around 60 percent of the Haiti's GDP was wiped out and half of the houses in Haiti's capital were destroyed. Many wealthy and middle-class Haitians left the country taking with them their remaining wealth along with their skills which were needed to rebuild the country.

In a country where waste management was already a serious problem, the destruction of thousands of buildings that unexpectedly became debris exacerbated Haiti's environmental problems. While the Haitian government officials were seeking foreign aid to help rebuild the country, they forgot that environmental degradation such as deforestation, water pollution and scarcity, soil erosion, biodiversity loss, decline of marine resources are still pressing issues



Houses close to sand quarry in Laboule 12

Palè nasyonal la ANVAN tranblemanntè a



Palè nasyonal la APRE tranblemanntè a



❖ ANNOU APRANN LI

✚ Reading strategies and techniques

You already learned that you can learn a lot about a text by looking at its format and by looking for cognates, titles, and subtitles. You may skim to get the gist of the reading and scan it for more specific information.

➤ Reading for the main ideas

Reading for the main ideas is another helpful strategy that you can use. It involves locating the topic sentences of each paragraph to determine the author's purpose. Topic sentences can provide clues about the content of each paragraph, as well as the general organization of the text.

- ✦ You will read a text on ecological concerns in Haiti. Apply the techniques and use the strategies you learned to help you understand the text.

A. **Anvan ou li.** Think about the following questions before you read the lyrics. What environmental issues that have an effect on everyone on the planet? What do you know about the environmental situation in Haiti?

✦ **Here are some new words from the text you need to know**

| | | | |
|------------------|-----------------------|----------------|----------------------|
| polisyon | pollution | poutan | however, |
| ekspè | expert | jeyoloji | geology |
| relasyon kozaefè | cause-effect relation | prevwa | to foresee |
| sitiyasyon | situation | avèti | to notify in advance |
| ravaje | to ravage, devastate | mwayen | possibility, budget |
| espesialis | specialist | lojistik | logistic |
| detwi | to destroy | petèt | perhaps |
| pousan | percent | frape | to hit |
| tè danre | crops | rejyon | region |
| abitan | farmer | kidonk | so, therefore |
| afekte | to affect | nonpli | either, neither |
| dirèkteman | directly | kòm | as |
| konparezon | comparison | konbistib | combustible |
| kokennchenn | enormous | elatriye | etc. |
| domaj | damage | domenn | field |
| devaste | to devastate | malgre | despite |
| kontinan | continent | danje disparèt | endangered |

- B. The following text has five paragraphs. Before reading the entire text, skim it in order to identify the main idea of each paragraph.

Katastwòf natirèl ak ekolojik nan peyi Dayiti

Ayiti se yon peyi ki gen anpil pwoblèm ekolojik ak ekonomik. Byen anvan tranblemanntè 12 janvye a te frappe, Ayiti te deja chaje ak tout kalite pwoblèm ekolojik tankou debwazman, sechrès, polisyon dlo ak lè, epi ak pèt biyodivèsite. Dapre ekspè nan zafè anviwonman, sanble pwoblèm ekolojik sa yo ta gen bon jan relasyon kozaefè avèk sitiyasyon ekonomik peyi a.

5

Pandan peryòd 2000 a 2010 la, peyi Dayiti viktim plizyè katastwòf natirèl tankou inondasyon, lavalas ak siklòn. Nan lane 2004, siklòn Jàn te touye plis pase 3000 kretyen vivan nan peyi Dayiti. Pami 3000 viktim sa yo, 2800 ladan yo se moun Gonayiv. Men ta sanble ke se nan lane 2008 la ke Ayiti soufri plis anba siklòn. Te

genyen kat siklòn (Fay, Gustave, Hanna and Ike) ki ravaje Ayiti nan sèl lane 2008 la. 10
 Dapre kèk espesialis nan meteyoloji, inondasyon ak lavalas ke siklòn sa yo te pote
 a, te detwi 70 pousan tè danre abitan nan peyi a. Te genyen plis pase 8 pousan
 popilasyon Ayiti a ki te afekte dirèkteman lè siklòn sa yo te frape a. Men, an
konparezon ak dega tranblemanntè 2010 la te koze, siklòn lane 2004 ansanm ak
 2008 yo pa t anyen. Se kòm si siklòn yo se te twòkèt la epi tranblemanntè a se te
 chay la. 15

Nan apremidi 12 janvyè 2010, yon kokennchenn tranblemanntè mayitid 7.2 te
devaste Pòtoprens ak pifò vil ki antoure l yo. Tranblemanntè a te fè anpil dega nan
 Leyogan, Tigwav ak Lagonav. Tranblemanntè sa a, se katastwòf ki fè plis domaj
 materyèl e ki touye plis moun nan istwa kontinan ameriken an. Dapre otorite
 ayisyen yo, plis pase 200 000 moun mouri, 300 000 blese, e 1 500 000 lòt ap dòmi 20
 nan lari. Pèp la ansanm ak leta ayisyen pa t janm panse yon bagay konsa te ka rive
 nan vil Pòtoprens. Poutan, savan ayisyen ki gen anpil konesans nan jeyoloji, te
prevwa katastwòf la. Yo te menm avèti gouvènman ayisyen an ke gen yon gwo
 tranblemanntè ki pral ravaje Pòtoprens. Poukisa otorite yo pa t fè anyen pou
 prepare pèp la? Èske se paske yo pa t kwè nan sa jeyològ yo te anonse a oswa
 paske yo pa t gen mwayen lojistik ak ekonomik pou fè sa ki te nesèsè a? 25

Si leta ayisyen an te gen plis mwayen lojistik ak ekonomik, petèt ke ta gen mwens
 viktim lè katastwòf natirèl yo frape peyi a. Ayiti se peyi ki pi pòv nan rejiyon an.
 Moun yo pa gen elekrisite kidonk, recho elektrik pa kab mache. Yo pa gen lajan
 pou achte recho gaz nonplis. Se poutèt sa yo koupe pyebwa pou itilize kòm enèji
konbistib. Moun yo menm rive ap koupe bwa nan zòn pwoteje yo tankou Pik 30
 Makaya, Pak Lavizit, Forè dè Pen elatriye. Dapre espesialis nan domenn
 anviwonman ak ekoloji, sanble ke Ayiti deja pèdi 98 pousan nan tout pyebwa li te
 genyen. Malgre sitiyasyon an grav pase aksan grav, moun kontinye ap koupe bwa
 pi rèd.

Fenomèn debwazman an sanble ta responsab malè pèp ayisyen. Anpil savan kwè 35
 ke se debwazman an ki responsab inondasyon, lavalas, ewozyon, ak lanmò anpil
 espès bèt ak plant ki deja an danje pou disparèt. Nan kondisyon sa a, se pou leta
 Ayisyen ansanm ak sosyete sivil la reflechi byen pou yo kab jwenn yon solisyon a
 pwoblèm enviwoman nan peyi Dayiti.

C. Pandan w ap li. How would you translate the following sentences from the text into English? Use the glossary of your textbook, your dictionnary and the strategies and techniques you learned to translate these sentences as accurately as possible.

1. *Ayiti se yon peyi ki gen anpil pwoblèm ekolojik ak ekonomik.*
2. *Pandan peryòd 2000 a 2010 la, peyi Dayiti viktim plizyè katastwòf natirèl tankou inondasyon, lavalas ak siklòn.*
3. *Nan apremidi 12 janvye 2010, yon kokennchenn tranblemanntè mayitid 7.2 te devaste Pòtoprens ak pifò vil ki antoure l yo.*
4. *Si leta ayisyen an te gen plis mwayen lojistik ak ekonomik, petèt ke ta gen mwens viktim lè katastwòf natirèl yo frape peyi a.*
5. *Fenomèn debwazman an sanble ta responsab malè pèp ayisyen.*

D. Lè ou fin li. Work in groups of three or four to answer the following questions about the text. Answer using the language in which each question is asked. Depending on the question, you might need to skim or scan the text again to answer.

1. What is the main idea of each paragraph? Justify your answer.
2. Suggest a title for each paragraph. Provide the titles in Kreyòl.
3. Ki kalite katastwòf natirèl kit e genyen anvan tranblemanntè a?
4. Nan ki ane te gen plis siklòn ki koze pwoblèm ann Ayiti?
5. Konbyen siklòn ki devaste Ayiti nan lane 2008?
6. Anplis Pòtoprens, ki lòt vil tranblemanntè 12 janvye a te ravaje?
7. Konbyen moun ki sinistre akòz tranblemanntè 12 janvye a?
8. Èske Ayisyen sispann koupe pyebwa kounye a? Poukisa?

E. Lè ou fin reponn kesyon yo. Re-read your answers. Is there something else you want to add or remove? Make the necessary corrections before sharing your answers with your classmates.

CHAPIT KAT

Lekòl, Travay ak Pwofesyon

In this chapter, you will learn language materials and develop skills to talk about studies, university life, jobs and career plans.

You will learn how to:

- describe your high school facilities
- talk about high school studies
- describe your university area
- talk about your classes and studies.
- talk about university life
- compare education in the USA, Bahamas and Haiti
- talk about professions and career plans
- express obligation, permission and condition
- identify and pronounce certain consonant sounds

You will use:

- terms related to high school and university facilities
- terms related to high school and university studies
- terms related to education in general
- terms related to professions and jobs
- obligation and permission terms like (*fò, fòk, se pou, pinga*)
- the possessives used with definite articles
- the conditional marker *ta*
- "si" clauses: *si m te, m ta*
- the consonants /ch/, /tch/, /r/, /s/, /z/ and /t/
- some common verbs.

Leson 1: *Lekòl ann Ayiti*

Leson 2: *Nan inivèsite a*

Leson 3: *Etid inivèsite*

Leson 4: *Pwofesyon ak travay*

Dosye sosyokiltirèl: *The Haitian Education System*

Leson 1 : Lekòl ann Ayiti

- Language aim: *Describing the school system*
- Vocabulary: *Ekpresyon ak mo pou dekri sistèm edikatif la*
- Grammar and structures: *The possessives used with definite articles*
- Pronunciation and spelling: *The consonant /ch/ and the double consonant /tch/*
- Listening: *Elèv ayisyen k ap pale.*

I. M pral lekòl segondè Lise Petyonvil



Adriyen gen katòz an. Li pral pase egzamen nevyèm ane fondamantal ane sa a. L ap pataje eksperyans lekòl li ak nou.



- M ap fini lekòl fondamantal ane sa a. Si m pase egzamen an, m pral nan lekòl segondè lane pwochenn.



- Nan kat lane konsa m a va desann bakaloreya.

✚ **Itilize mo ak ekspresyon sa yo pou pale sou system edikatif ayisyen an**

| | | | |
|-------------------|-----------------------------|-------------------|----------------------------|
| minis edikasyon | <i>minister of national</i> | preskolè | <i>pre-school</i> |
| nasyonal | <i>education</i> | lekòl primè | <i>primary school</i> |
| enspektè lekòl | <i>school inspector</i> | lekòl fondamantal | <i>fundamental school</i> |
| direktè lekòl | <i>principal</i> | lekòl segondè | <i>secondary school</i> |
| sansè | <i>vice principal</i> | bakaloreya | <i>high school diploma</i> |
| siveyan jeneral | <i>senior teacher</i> | lekòl pwofesyonèl | <i>technical school</i> |
| prefè disiplin | <i>chief of discipline</i> | inivèsite | <i>college/university</i> |
| pwofesè | <i>teacher</i> | sètifika | <i>certificate</i> |
| elèv | <i>school students</i> | diplòm | <i>diploma</i> |
| etidyan | <i>university students</i> | lisans | <i>bachelor degree</i> |
| asosiyasyon paran | <i>parents association</i> | metriz | <i>master degree</i> |
| kominote a | <i>the community</i> | doktora | <i>doctorate degree</i> |



CD 2-6 - DJALÒG

- *Klòch la sonnen pou rekreyasyon. Adriyen ak Jozèf, yon lòt elèv, chita nan lakou lekòl la. Y ap pale sou sa k ap pase anndan lekòl la.*

- Adriyen:** - Jozèf! Depi dat m ap chache w la. Ou genlè te nan pinisyon.
- Jozèf:** - M te nan klas la. M t ap eseye rezoud yon pwoblèm matematik.
- Adriyen:** - A oke! Pwofesè a pa t travay sou pwoblèm nan nan klas la?
- Jozèf:** - Monchè! M pa renmen pwofesè matematik la ditou. Misye pa konn eksplike menm. M pa p janm konprann anyen nan sa l di.
- Adriyen:** - E kouman ou twouve madanm ki fè kou literati franse a?
- Jozèf:** - M renmen dam sa a anpil. M toujou fè bèl nòt nan kou li a.
- Adriyen:** - Ebyen se seksyon lèt ou pral fè nan bakaloreya a?
- Jozèf:** - Sanble sa wi. Mwen pi fò nan lèt pase chif. M manke pa fè mwayèn mwen nan fizik ak matematik pou dezyèm trimès la.
- Adriyen:** - Ebyen! Se pou ou pran lesan matematik ak fizik avan egzamen ofisyèl yo. Si w vle nou kab travay ansanm apre lekòl.
- Jozèf:** - Se vre wi! Ou menm, ou degaje w ase byen nan tout matyè yo.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Ki kote Jozèf te ye epi kisa li t ap fè lè Adriyen t ap chache l la?
2. Èske Jozèf renmen pwofesè matematik la? Poukisa?
3. Ki pwofesè Jozèf renmen nan lekòl la? Poukisa?
4. Nan ki matyè Jozèf pa konn fè bèl nòt?
5. Ki solisyon Adriyen pwopoze pou rezoud pwoblèm Jozèf la?
6. E Adriyen: nan ki matyè li pa fò?

❖ **Enfòmasyon kiltirèl:** “*Analfabèt pa bèt.*” This Haitian popular saying means: “illiteracy is not equal to stupidity”. The literacy rate of Haiti is approximately 54.8 percent. Nearly half of the Haitian population cannot read and write but these people are not stupid. The people of Haiti know the value of education. Illiterate parents, among the poorest, often go without food to pay for their children to attend the best private schools in their neighborhood. Since the government does not provide adequate funding for public schools, the percentage of students attending private schools and universities is greater than ever. However, especially in rural areas, many parents do not send their children to school or only send for a few years.

ANNOU PRATIKE

A. Preferans – Poze etidyan ki chita bò kote ou kesyon sou sa li te renmen lè li te nan lekòl segondè. Reponn dapre egzanp lan.

Egzanp: literati fransè/ matematik

Etidyan 1 : - Èske ou pito kou literati fransè oswa kou matematik?

Etidyan 2 : - Mwen pito kou literati fransè. E ou menm?

Etidyan 1 : - M pito kou matematik.

1. lekòl pwofesyonèl/inivèsite
2. kou syans sosyal/ kou fizik
3. lekòl segondè/ lekòl primè
4. Kou literati ayisyèn/kou angle
5. Direktè a/ sansè a

B. Chwazi bon konsèy la. – Ou pral desann egzamen bakaloreya ane sa a. Pou ou kab byen prepare, ou ap mande moun konsèy sou egzamen an. Kèk moun ba ou bon konsèy, men gen lòt moun ki bay move konsèy tou. Fè yon tras anba bon konsèy yo menm jan ak egzanp lan.

Egzanp: Tann egzamen an prèske rive pou etidye. / Koumanse etidye byen bonè.

1. Etidye ak lòt elèv. / Pa janm etidye ak lòt moun.
2. Pa mande moun konsèy. / Pran konsèy nan men elèv ki pase egzamen an deja.
3. Soti souvan ak zanmi ou. / Etidye plis pase ou soti ak zanmi ou.
4. travay matematik ak fizik. / Jwe baskèt bòl chak jou.
5. Pran leson pandan vakans yo. / Vwayaje al andeyò pou pran plezi.
6. Poze pwofesè ou anpil kesyon. / Pale bagay ou pa bezwen ak lòt elèv.
7. Pran nòt nan lè pwofesè ap pale. / Jwe mòpyon ak lòt elèv nan klas la.
8. Fè devwa pwofesè yo bay la. / mande yon zanmi fè devwa yo pou ou.

C. Nan lekòl la. Chwazi youn nan mo oswa ekspresyon ki kòrèk la pou konplete chak grenn fraz sa yo ki anba a.

***direktè – bakaloreya – lisans – minis edikasyon natsyonal – lekòl pwofesyonèl
– pre-eskolè – prefè disiplin – nòt – etidyan***

1. Elèv yo ap ekri _____ nan kaye yo pandan pwofesè a ap pale.
2. Adriyen pa vle ale nan inivèsite, se nan _____ li vle ale.
3. Se _____ a ki prensipal responsab tout lekòl la.
4. Lè Mari fini desann bakaloreya, li pral fè yon _____ inivèsite.
5. Pou ou kab ale nan inivèsite, fòk ou pase egzamen _____.
6. Se _____ nan ki responsab koze pinisyon nan lekòl la.
7. Pitit Wozlò a gen senk an sèlman, se nan lekòl _____ li ye.
8. Se _____ la ki responsab koze edikasyon nan tout peyi.

D. Ann fè yon ti konvèsasyon! - Gen yon elèv k ap poze ou anpil kesyon osijè de lekòl ou.

Fòk ou reponn kesyon yo kòm sa dwa.

Example: Ki pwofesè ou te pi renmen lè ou te nan lekòl segondè? Poukisa?

Possible answer : *Se pwofesè fizik la m te pi renmen paske li te konn eksplike byen.*

1. Kijan yo te rele lekòl segondè ou?
2. Kijan yo te rele direktè lekòl segondè ou?
3. Ki pwofesè ou pa te renmen lè ou te nan lekòl segondè? Poukisa?
4. A ki laj ou te desann egzamen bakaloreya?
5. Ki matyè ou te pi renmen lè ou te nan lekòl segondè? Poukisa?
6. Èske ou te konn al nan pinisyon souvan? Poukisa?
7. Nan ki matyè ou te konn fè pi bèl nòt?
8. Ki aktivite ou te konn fè pandan rekreyasyon?

II. The possessives used with definite articles

✚ You learned that Kreyòl uses (*mwen, ou, li nou, yo*), following a noun, to express possession. (*Mwen, ou, li nou, yo*) or short forms (*m, w, l, n, y*) are called possessive adjectives.

✚ You also learned that the Kreyòl definite article varies according to the last segment of the word it follows. Depending on the context, the Kreyòl definite article occurs in five different forms (*la, lan, nan, a, an*).

✚ **The possessive adjectives used with definite articles** - The combination of possessive adjectives with definite articles to express possession is one of the most interesting features that Kreyòl displays making it different grammatically from European languages like French and English.

- | | |
|---------------------------------|------------------------|
| 1. Yo vòlè liv mwen. | - They stole my book. |
| 2. Yo vòlè liv <u>mwen an</u> . | - They stole my book. |
| 3. Yo vòlè liv <u>mwen yo</u> . | - They stole my books. |

✚ Note that in the second Kreyòl sentence "Yo vòlè liv mwen an.", there are two different determinants: a possessive *mwen* which means **my** and a definite article *an* which means **the**. It is impossible to translate literally this Kreyòl sentence into English. The literal translation of this sentence into English would be "They stole my the book" which makes no sense. This Kreyòl sentence cannot be translated literally into English because this specific Kreyòl syntactic feature does not exist in English.

- ✦ **The use of possessive adjectives with definite articles** - You already learned that the possessive adjectives are used to indicate possession and the definite articles are used to refer to previously mentioned nouns. Unlike English, Kreyòl offers the possibility to add more definiteness to a noun accompanied by a possessive adjective. A definite article added after a possessive makes the noun more specific.

- | | |
|----------------------------|--|
| 1. Se machin li. | <i>It's her car. (A car not previously mentioned.)</i> |
| 2. Se machin <u>li a</u> . | <i>It's her car. (A car previously mentioned that we both already know about.)</i> |

- ✦ Note that in the second Kreyòl sentence "*Se machin li a*", the noun *machin* used for car is more specific than that of the first sentence.

- ✦ **The forms of the definite article used with possessive adjectives** - The form of the singular definite article that accompanies the possessive depends on the last sound of the possessive.

- | | |
|-------------------|-----------------------------|
| 1. Se lekòl li. | - Se lekòl <u>li a</u> . |
| 2. Se lekòl mwen. | - Se Lekòl <u>mwen an</u> . |
| 3. Se lekòl ou. | - Se lekòl <u>ou a</u> . |
| 4. Se lekòl nou. | - Se lekòl <u>nou an</u> . |
| 5. Se lekòl yo. | - Se lekòl <u>yo a</u> . |
| 6. Se kaye m. | - Se kaye <u>m nan</u> . |
| 7. Se kaye l. | - Se kaye <u>l la</u> . |
| 8. Se kaye n. | - Se kaye <u>n nan</u> . |
| 9. Se kaye w. | - Se kaye <u>w la</u> . |

- ✦ **The plural form of the definite article used with possessive adjectives** - You learned that the plural form of the definite article is *Yo*. The plural form can also accompany the possessive.

- | | |
|---|------------------------------------|
| 1. Kote machin li a? (one car) | - <i>Where is his car?</i> |
| 2. Kote machin <u>li yo</u> . (more than one car) | - <i>Where are his cars?</i> |
| 3. Men liv <u>mwen an</u> . | - <i>Here is my book.</i> |
| 4. Men liv <u>mwen yo</u> . | - <i>Here are my books</i> |
| 5. Men kaye <u>yo a</u> . | - <i>Here is their notebook.</i> |
| 6. Men kaye <u>yo</u> . | - <i>Here are their notebooks.</i> |
| 7. Men kaye <u>yo</u> . | - <i>Here are the notebooks.</i> |

- ✚ Note the English translation of the last two Kreyòl sentences “*Men kaye yo.*” Remember that **yo** is the plural form for both the definite article and the possessive adjective. Thus, **yo** does not occur twice one following another in the same sentence. For instance, the following Kreyòl sentence “*Men kaye yo yo.*” is incorrect.

ANNOU PRATIKE



- A. CD 2-7- Koute byen. Posesif ak atik defini oswa san atik defini? Ou pral tande 10 fraz. Kèk ladan yo gen atik defini apre adjektif posesif la; kèk lòt fraz pa gen atik defini apre posesif la. Idantifye fraz sa yo.**

Posesif ak atik defini

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

Posesif san atik defini

- ☐
- ☐
- ☐
- ☐
- ☐

Posesif ak atik defini

6. ☐
7. ☐
8. ☐
9. ☐
10. ☐

Posesif san atik defini

- ☐
- ☐
- ☐
- ☐
- ☐

- B. Varyasyon nan atik defini an** – Ajoute fòm kòrèk atik defini ki matche ak adjektif posesif la nan fraz adwat yo. Swiv egzanp lan.

Egzanp: Se diksyonè mwen an. → **Repons:** Se diksyonè m nan.

- | | |
|--|-----------------------------------|
| 1. Se radyo mwen <u>an</u> . | - Se radyo m _____. |
| 2. Gason li <u>a</u> al lekòl. | - Gason l _____ al lekòl. |
| 3. Kochon nou <u>an</u> mouri. | - Kochon n _____ mouri. |
| 4. Se kaye m <u>nan</u> . | - Se kaye mwen _____. |
| 5. Ou rankontre frè n <u>nan</u> . | - Ou rankontre frè nou _____. |
| 6. Siklòn nan kraze jaden mwen <u>an</u> . | - Siklòn nan kraze jaden m _____. |
| 7. Zegwi li <u>a</u> kase. | - Zegwi li _____ kase. |
| 8. Kreyon nou <u>yo</u> pa ekri byen. | - Kreyon nou _____ pa ekri byen. |

C. Ann pote plis presizyon! Ajoute atik defini kòrèk la nan chak fraz sa yo pou fè yo vin pi espesifik. Fè atansyon ak fòm sengilye oswa pliriyèl tankou nan egzanp yo.

Egzanp 1: Yo vòlè liv mwen _____ (yon liv). → Yo vòlè liv mwen an.

Egzanp 2: Yo vòlè liv mwen _____ (plizyè liv). → Yo vòlè liv mwen yo.

1. Men direktè mwen _____ (yon direktè).
2. Se kòl li _____ (plizyè kòl).
3. Pase chemiz ou _____ (yon chemiz).
4. Kote rad yo _____ (plizyè rad)?
5. Mimoz ap koud jip li _____ (yon jip).
6. Elèv la ap ekri nòt nan kaye l _____ (yon kaye).
7. Medam yo pa renmen lekòl yo _____ (yon lekòl).
8. Jak mete liv yo nan valiz li _____ (yon valiz).
9. M ranje òdinatè m _____ (yon òdinatè).
10. Kote kreyon n _____ (yon kreyon).

D. Reponn kesyon yo tankou egzanp lan. Itilize adjektif posesif ki nan parantèz yo pou reponn kesyon sa yo lojikman. Swiv egzanp lan.

Egzanp: Kote lekòl ou a? (mwen) → **Repons:** Men lekòl mwen an.

- | | |
|---|--|
| 1. Kote radyo li a? (l) | 5. Ki bisiklèt Adriyen ap monte la? (li) |
| 2. Ki pantalon sa yo? (li) | 6. Ki rad Ivèt ap lave? (nou) |
| 3. Nan ki machin Jak prale Okap? (nou) | 7. Nan ki peyi yo prale? (m) |
| 4. Nan ki valiz ou mete plim yo? (mwen) | 8. Pou ki moun kreyon an ye? (w) |

III. The consonant /ch/ and the double consonant blend/tch/

✦ You already learned that the letter **c** and **h** (**ch**) are always combined in Kreyòl. These two letters always appear together and they are pronounced as one consonant sound like in the Kreyòl words **chak**, **chanje**, **cheri**, **machè**, **banboche**, **wòch**, **pòch**. The Kreyòl consonant sound (**ch**) is not pronounced like the one in English words such as **charity**, **cheese**, **check** etc. Note that the (**ch**) sound is always pronounced in Kreyòl as the (**ch**) sound in the English words **Chicago**, **Cheyenne** and **chic**.

- ✚ The **(tch)** is a double consonant which combines the **t** and the **ch** sounds. The **(tch)** is pronounced like the **(ch)** in English words such as **chair, charity, chance, check** etc. **(tch)** is a double consonant blend that occurs in one syllable. It appears in Kreyòl words like *match, tchaka, tchatcha, tchètchèwè, tchèk, tcheke* etc.

ANNOU PRATIKE



- A. CD 2-8 – Listen and repeat the following words with the consonant sound **ch**.

CH, ch: *cha, chaj, chaje, chan, chanm, chante, chita, cho, mechan, recho, rechofe, douch, mouch, pouch, chich, klòch, pòch, ranch, manch*



- B. CD 2-9 – Listen and repeat the following words with the consonant sound **tch**.

TCH, tch: *tchatcha, tchak, tchaka, tchake, tchak, tchèk, tcheke, tchèbòl, tchouboum, tchoul, tchulutchutchu, antchouchout, kawotchou, klòtch*



- C. CD 2-10 – Listen and repeat the following pairs of words.

| | | | |
|----------|----------|-------|--------|
| chak | tchak | chèk | tchèk |
| chacha | tchatcha | chòk | tchèk |
| chans | tchans | chou | tchou |
| chanpwèl | tchanpan | klòch | klòtch |



- D. CD 2-11 – **Yon ti dikte.** Listen carefully and write down the missing words.

Example: *You hear* → _____ sa a _____ anpil

You write → Chen sa a tchack anpil.

- _____ machin nan pa _____ byen.
- _____ sa a toujou ap pale _____.
- Al _____ pou wè si yo kach _____ la.
- Chen an _____ kou _____ la ak dan l.
- _____ pral tonbe nan _____.
- _____ la sonnen chak _____.
- Chèk fè l _____ lajan nan _____ li.
- _____ yo poze sou _____ a.
- Ala ti chen _____ papa !
- _____ ap pale _____.

IV. Annou koute

✚ Preparing for listening

In this activity, three Haitian students living in three different communities talk about their school. Use what you have learned to understand what they say.



CD 2-12 – Elèv ayisyen k ap pale.

- A. Anvan ou koute.** Think about the school system in Haiti, The Bahamas and the USA. What would be the similarities and the differences between these three school systems? What kind of problems would Haitian students experience going to school in Haiti versus in the USA and in The Bahamas?
- B. Pandan w ap koute.** Listen to each student. Try to find out the name of the school, the city and country where the school is located and the difficulties each student encounter at their school. Write down the details for each student.

| Pilou Aleksann | Ana Petifè | Jò Senatis |
|----------------|------------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |

- Listen to each student again to verify that you have noted all important details.

- C. Lè ou fin koute.** Work in group of three to answer the following questions in Kreyòl using complete sentences. You might need to listen to each student again.

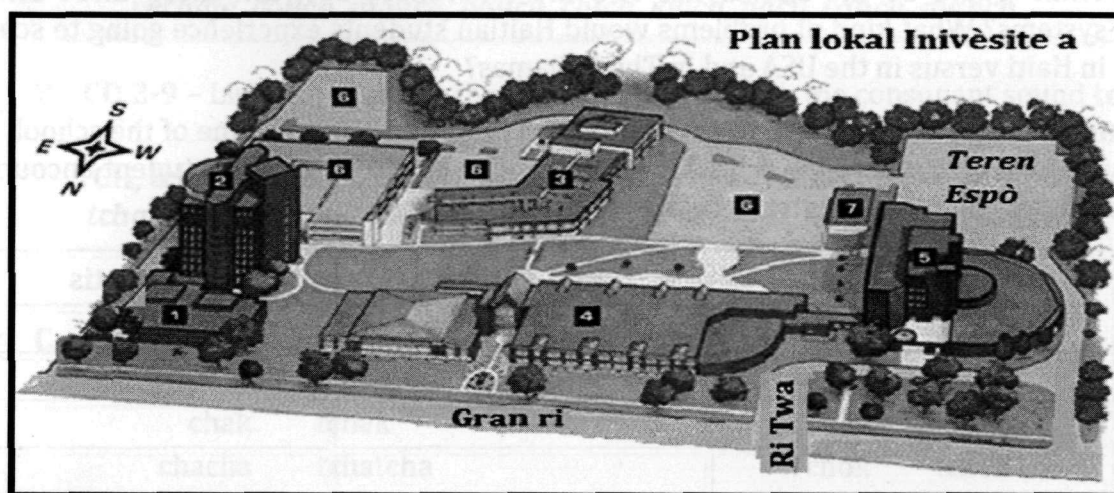
1. Ki jan yo rele lekòl Pilou a?
2. Nan ki vil lekòl Pilou a ye?
3. Ki pwoblèm ki genyen nan lekòl Pilou a?
4. Konbyen elèv ki genyen nan klas ki nan lekòl Pilou a?
5. Nan ki peyi lekòl Ana ye?
6. Ki nasyonalitye paran Ana?
7. Èske elèv yo nan lekòl la renmen Ana? Poukisa?
8. Èske pwofesè bayameyen yo pwoteje elèv aysyen yo?
9. Kouman lekòl Jò Senatis la rele?
10. Ki pwoblèm misye genyen nan lekòl li a?

- D. Pou fini.** Compare your answers to those of the other groups.

Leson 2 : Nan inivèsite a

- Language aim: **Talking about university life.**
- Vocabulary: **Ekpresyon ak mo dekri inivèsite**
- Grammar and structures: **Conditional and Hypothesis sentences, "si" clauses**
- Pronunciation and spelling: **The consonant /r/ and the semi vowel /w/**
- Reading: **Si m te, m ta**

I. Lokal ak administrasyon inivèsite a



- | | |
|--|--|
| 1. Seksyon Akademik | 4. Fakilte Medsin ak Famasi |
| - <i>Rektora</i> | - <i>Klinik inivèsite</i> |
| - <i>Vis-Rektora afè akademik</i> | - <i>Laboratwa medsin</i> |
| - <i>Registrarya</i> | - <i>Dekana medsin</i> |
| - <i>Biwo rechèch</i> | |
| 2. Seksyon Administrasyon | 5. Seksyon dokimantasyon ak enfòmasyon |
| - <i>Vis-Rektora afè administratif</i> | - <i>Bibliyotèk</i> |
| - <i>Biwo sèvis etidyan</i> | - <i>Libreri</i> |
| - <i>Biwo bous ak èd finansyè</i> | - <i>Laboratwa enfòmatrik</i> |
| - <i>Kontabilite</i> | - <i>Laboratwa lang</i> |
| 3. Fakilte Syans Imèn | 6. Pakin |
| - <i>Dekana</i> | - <i>Pakin pwofesè</i> |
| - <i>Ekòl Nòm</i> | - <i>Pakin etidyan</i> |
| - <i>Depatman sosyoloji</i> | - <i>Pakin vizitè</i> |
| - <i>Depatman literati ak lang</i> | 7. Kafeterya |

✚ *Itilize mo ak ekspresyon sa yo pou pale de inivèsite*

- | | |
|--------------------------------|---|
| - Fakilte medsin ak famasi | - <i>The faculty of medicine and pharmacology</i> |
| - Depatman etid afriken | - <i>Department of African Studies</i> |
| - Lekòl nòmal siperyè | - <i>Teachers' college</i> |
| - Seksyon administrasyon | - <i>Administration</i> |
| - Rektè a se chèf inivèsite a. | - <i>The chancellor is the head of the university</i> |
| - Doyen yo anchaj fakilte yo. | - <i>The deans are in charge of the faculties.</i> |
| - Rechèch akademik | - <i>Academic research</i> |
| - Bibliyotèk | - <i>Library</i> |
| - Libreri | - <i>Bookstore</i> |
| - Teren espò/estad | - <i>Sport field</i> |
| - Sal konferans | - <i>Conference room/ Lecturer theatre</i> |
| - Oditoriyòm | - <i>Large lecture hall</i> |
| - Akademi mizik | - <i>Music academy</i> |
| - Laboratwa enfòmatrik | - <i>Computer lab</i> |
| - Sant sante | - <i>Health center/ clinic</i> |
| - Saldeklas | - <i>Classrooms</i> |
| - Pakin | - <i>Parking lot(s)</i> |
| - Kafeteriya | - <i>Cafeteria</i> |



CD 2-13 - DJALÒG

- *Mari ak Maksorèl, yon lòt etidyan nan Fakilte medsin, ap konpare inivèsite leta a ak inivèsite prive yo. Annou koute.*

- Mari:** - Maksorèl! Nan ki fakilte medsin ou ye: leta oswa prive?
- Maksorèl:** - *Se nan Fakilte Medsin Inivèsite Leta Ayisyen an mwen ye.*
- Mari:** - Èske ou renmen inivèsite leta a? Kouman li ye?
- Maksorèl:** - *Inivèsite leta ofri anpil avantaj. Men gen kèk enkonvenyan tou.*
- Mari:** - Ki avantaj inivèsite leta a ofri?
- Maksorèl:** - *Premyèman, ou pa peye nan inivèsite leta a. Dezyèmman, gras a lopital jeneral la, ou jwenn okazyon fè plis pratik.*
- Mari:** - E ki enkonvenyan ki genyen?
- Maksorèl:** - *Pi gwo pwoblèm nan se egzamen pou rantr nan fakilte a. Se yon konkou ki difisil anpil. Epi gen twòp elèv nan kou yo.*
- Mari:** - A Monchè! M genlè ap rete nan inivèsite prive kote m ye a wi paske m pa kwè m ap ka pase egzamen leta a.
- Maksorèl:** - *Bon! Depi ou kapab peye frè eskolè inivèsite prive a, pito ou rete ladan l. Konsa ou a gen mwens traka ak tèt chaje.*

ANNOU TCHEKE SI NOU KONPRANN DYALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Èske Mari ak Maksorèl nan menm inivèsite?
2. Nan ki inivèsite Maksorèl ale? E Mari?
3. Kisa yo ap etidye nan inivèsite a?
4. Ki bagay pozitif ki genyen nan inivèsite leta?
5. Ki bagay negatif ki genyen nan inivèsite leta?
6. Èske Mari gen anpil konfyans nan tèt li? Poukisa?
7. Èske l fasil pou yo akspte ou nan inivèsite leta a? Poukisa?
8. Ki konsèy Maksorèl bay Mari?

- ❖ Enfòmasyon kiltirèl:** Ninety percent of the higher education system in Haiti consists of private universities. There are more than thirty private universities in Haiti. Some of them are: Université Quisqueya, Université Notre Dame, Université Adventiste d'Haiti, and Université Caraïbe. On the other hand, the State University of Haiti is the only public university in Haiti. With more than thirteen thousand students and more than twenty schools and faculties around the country, the State University of Haiti is the most important higher education institution in the country. However, this university, among other private universities, was damaged and almost completely destroyed in the January 12, 2010 earthquakes. Several of Haiti's emerging skilled professionals and professors died as a result of the earthquakes.

ANNOU PRATIKE

- A. Ann dekri inivèsite nou.** -Chwazi youn nan mo oswa ekspresyon ki an italik yo pou konplete fraz yo. Se pou ou di verite. Swiv egzanp lan.

Egzanp: Inivèsite mwen *gwo / piti / bèl / lèd*. → **Repons:** Inivèsite mwen *bèl*.

1. Sou kanpis inivèsite a, genyen yon *gwo pakin / ti pakin*.
2. Bibliotèk inivèsite a gen *anpil liv / pa gen ase liv*.
3. Nan wikenn toujou gen *match foutbòl / match baskètbòl / pa gen match*.
4. Sou kanpis inivèsite a, genyen yon *gwo oditoryòm / ti oditoryòm*.
5. Sou kanpis inivèsite a, genyen *plizyè sal konferans / yon sèl sal konferans*.
6. Biwo administrasyon inivèsite a bay *bon sèvis / move sèvis*.
7. Nan laboratwa enfòmatis yo, *gen anpil odinatè / pa gen ase odinatè*.
8. Kafeteriya inivèsite a fè *bon manje / move manje*.
9. Inivèsite a gen *laboratwa enfòmatis / pa gen laboratwa enfòmatis*.
10. Saldeklas inivèsite yo *byen ekipe / mal ekipe*.

B. Nan inivèsite a. Chwazi youn nan mo oswa ekspresyon ki kòrèk la pou konplete chak grenn fraz sa yo ki anba a.

fakilte edikasyon – fakilte lengwistik – laboratwa enfòmatrik – sant sante – saldeklas – libreri – pakin – teren espò – kafeteriya – fakilte medsin – bibliyotèk

1. Se nan _____ nan etidyan yo gare machin yo.
2. Se nan _____ a etidyan yo manje.
3. Si ou ta vle vin doktè, se nan _____ nan pou ou enskri.
4. Gen anpil òdinatè nan _____ la.
5. Elèv yo kab li, etidye epi prete liv nan _____ la.
6. Se nan _____ a etidyan yo achte liv pou kou yo.
7. Si ou ta vle vin pwofesè lekòl, se nan _____ an pou ou enskri.
8. Se sou _____ a etidyan yo toujou jwe baskètbòl lè wikenn.
9. Lè etidyan yo malad, se nan _____ a yo ale konsilte doktè.
10. Si ou ta vle aprann plizyè lang, se nan _____ la pou ou enskri.

C. Ann reponn kesyon! Gen yon elèv k ap poze ou anpil kesyon sou inivèsite ou. Fòk ou reponn kesyon yo kòm sadwa.

Example: Ki jan yo rele inivèsite ou?

Possible answer : *Inivèsite mwen rele « Inivèsite Deta Dayiti ».*

1. Kijan yo te rele rektè inivèsite ou a?
2. Èske inivèsite ou se piblik oswa prive?
3. Konbyen fakilte ki genyen nan inivèsite ou a?
4. Nan ki fakilte ou ap etidye?
5. Kijan yo rele doyen fakilte ou a?
6. Èske inivèsite ou a gen anpil laboratwa enfòmatrik?
7. Èske saldeklas inivèsite ou yo byen ekipe?
8. Nan ki lane ou va fini etid ou nan inivèsite a?

II. Conditional and Hypothesis sentences, “si” clauses

- ✦ You already learned that the Kreyòl verb does not change to express different tenses, moods and aspects. Instead, Kreyòl uses verb markers such as **ap, te, pral** etc.

- ✦ **The conditional verb marker “ta”** – To express the conditional or hypothetical actions, place the conditional marker “**ta**” before the verb. “**Ta**” is used to express what you would do in certain conditions, courtesy and wishes. It can also be used to soften a command.

- | | |
|---|---|
| 1. M <u>ta manje</u> yon bon salad lanbi. | <i>I would eat a good conch salad.</i> |
| 2. Adriyen di li <u>ta jwe</u> baskètbòl. | <i>Adriyen said he would play basket-ball</i> |
| 3. M santi m <u>ta al</u> nan lanmè. | <i>I feel like going to the beach.</i> |
| 4. Mari pa <u>ta janm</u> fè move nòt. | <i>Mary would never have bad grades.</i> |
| 5. M <u>ta renmen</u> ale ann Ayiti. | <i>I would like to go to Haiti.</i> |
| 6. M <u>ta vle</u> eseye kostim nwa sa a. | <i>I would like to try this black suit.</i> |
| 7. Ou <u>ta ede</u> m fè lesiv la? | <i>You could help me do the laundry?</i> |
| 8. Kisa <u>ou ta</u> fè? | <i>What would you do?</i> |

- ✦ **The usage of the conditional verb marker “ta” in “si” clauses** – “**Ta**” may also be used in hypothetical complex sentences with a “**si**” clause as in the following examples.

- | | |
|--|---|
| - Si m te gen lajan, m <u>ta ede</u> Ayiti. | <i>If I had money, I would help Haiti.</i> |
| - Si l te fè bon tan, m <u>ta al</u> jwe boul. | <i>If the weather was good, I'd go play ball.</i> |
| - M <u>ta rich</u> si m te konn sere lajan m. | <i>I would be rich if I saved my money.</i> |

ANNOU PRATIKE

- A. **Kisa yo ta fè?** Tankou egzanp lan, tradwi vèb angle ki nan parantèz la an kreyòl pou konplete fraz yo.

Example: Mari (*would go*) nan inivèsite leta a.

Answer: Mari ta ale nan inivèsite leta a.

1. Malou (*would buy*) yon bèl kay chanmòt.
2. Yo (*would like*) abite andeyò.
3. Aglaye ak Beniv (*would eat*) diri ak pwa.
4. Andre (*would not sell*) gwo kay beton li a.
5. Malèn (*would go*) nan sinema.

B. Kisa ou ta fè? Marye kolonn I ak II (*match column I to II*) pou ou di sa yo ta fè nan sityasyon sa yo.

- | | |
|---|---------------------------------|
| 1. Li fè cho, mwen swaf... | a. Li ta renmen pèdi pwa. |
| 2. M grangou anpil... | b. Ou ta al lave yo. |
| 3. Pyè travay anpil, li fatige... | c. Yo ta ale nan sant sante a. |
| 4. Mari nan rejim, li pa manje anpil... | d. Yo ta dòmi. |
| 5. Y ap gade kabann yo... | e. Mekanisyen an ta repare l. |
| 6. Rad yo sal... | f. Li ta repoze |
| 7. Machin nan anpàn | g. M ta manje anpil |
| 8. Yo malad grav... | h. M ta bwè yon byè byen glase. |
| | i. Li ta jwe baskètbòl. |

C. Kisa ou ta fè? Marye kolonn I ak II epi fè fraz ak de eleman yo pou ou di sa moun sa yo ta renmen fè nan sityasyon sa yo.

Example: 1. Etidyan yo etidye chak jou, **i)** fè gwo nòt pou egzamen an.

Answer: Etidyan yo etidye chak jou; yo ta renmen fè gwo nòt pou egzamen an.

- | | |
|----------------------------------|--------------------------------------|
| 1. Etidyan yo etidye chak jou; | a) bwè yon bèl vè dlo. |
| 2. Gòj Chal sèch; | b) repoze. |
| 3. Jak tandè mizik, l ap chante; | c) vin mèg. |
| 4. Foutbolè yo bouke; | d) bezwen ranje l. |
| 5. Wozlò ap fè rejim; | e) danse. |
| 6. Timoun yo grangou; | f) dwe etidye pi souvan. |
| 7. Chanm mari gaye anpil; | g) manje. |
| 8. Adriyen pa konn leson l; | h) bezwen achte youn |
| 9. Jan pa gen kreyon pou l ekri; | i) fè gwo nòt pou egzamen an. |
| 10. Madanm nan frèt anpil; | j) dwe mete yon manto |

D. Kisa ou ta fè nan sityasyon sa yo? Itilize kondisyonèl pou di sa ou ta fè nan sityasyon sa yo. Konplete fraz dapre ou menm. Swiv egzanp lan.

Example 1: Si ou te rich... → **Possible answer:** Si m te rich, m ta achte yon chato.

- | | |
|--------------------------|---------------------------------|
| 1. Si ou te yon gason... | 6. Si ou te Ayisyen... |
| 2. Si ou te yon fi... | 7. Si ou te miliyonè |
| 3. Si ou te prezidan... | 8. Si ou te gen anpil pouvwa... |
| 4. Si ou te pwofesè... | 9. Si ou te marye... |
| 5. Si ou te pòv... | 10. Si ou te Bondye... |

III. The consonant /r/ and the semi vowel /w/

- ✚ You already learned that the consonant (r) does not occur at the end of any syllable in Kreyòl or before the rounded vowels **o, ò, on, ou**. The semi vowel (w) always replaces the consonant (r) before the rounded vowels **o, ò, on, ou** like in **wo, wote, wòch, wonfle, wouke, woule** etc.
- ✚ Remember that the pronunciation of the Kreyòl (r) differs from the English (r). The difference between Kreyòl (r) and the English (r) is caused by the location where the sound of the letter (r) is made. The English (r) is pronounced by the front part of the mouth while the Kreyòl (r) comes from the back of the throat. To achieve the Kreyòl (r) sound, open your mouth and gargle the (r) sound.

ANNOU PRATIKE

- A. CD 2-14 – Listen and repeat the following words with the consonant sound **R**.



R, r: rad, rat, rale, ranch, ranje, rara, recho, repare, travay, lari, mari, Lafrans, tranch,ouvri,

- B. CD 2-15 – Listen and repeat the following words with the semi consonant sound **W**.



W,w: watè, wè, pwojè, awozwa, wouji, won, wont, wotè, woule, woulèt, woulib, woulman, woulo, wouze, wouye,

- C. CD 2-16 – Listen and repeat the following pairs of words.



| | |
|-------|-------|
| kraze | kwaze |
| rete | wete |
| rale | w ale |
| ri | wi |
| rara | wawa |

D. CD 2-17 - R oswa W? Depending on the vowel that follows the missing letter or whether or not you know the word, choose **R** or **W** to complete these words in the following sentences.

1. M ____ è mekanisyen an k ap ____ anje machin nan.
2. Li ____ ete tout pòt nan kote li ____ ete a.
3. Li ap ____ epase yon ____ òb ____ ouj.
4. Jak k ____ aze nèg ki te k ____ aze bisiklèt li a.
5. Gen yon ka ____ otchou ki anpàn nan kamyon an.
6. V ____ azen an ap ____ aze bab li.
7. Pinga ou kite ____ oulibè a p ____ an lajan an non!
8. ____ oulèt ____ ad la defèt nèt.

E. CD 2-18 - Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → Wawa ap ____ yon bann ____.

You write → Wawa ap repase yon bann rad.

1. Marijàn ap ____ nan yon ____ leta.
2. Figi Wozmari ____ kou boul.
3. Marenn mwen ____ ranje ____ li nan tiwa a.
4. Woulibè a gentan ap ____ kò l pou l pran ____.
5. Rasin ____ a ____ tout dlo nan tè a.
6. Radotè sa a toujou ap ____.
7. Mwen wè ____ rat k ap kouri nan ____ a.
8. Se nan ____ kote yo fè ____ a l ap travay.
9. ____ a ap fè ____ rad la.
10. Otorite yo ____ woulib sou lajan ____ anwo a.

IV. Annou li

✦ Reading strategies and techniques

➤ *Identifying the genre and the type of a text*

When reading a text for the first time, it might be useful to identify the genre and the type of the text you are dealing with. There many different types and genres of texts which can be narrative, informative, argumentative, descriptive, procedural etc. Texts can also be literary, scientific, fictive, documentary etc. Once you know whether you are dealing with a passage from a novel or a newspaper, a poem or a fable, it becomes easier to make predictions.

➤ *Summarizing a text in your own words*

The process of summarizing help you understand the original text better because the knowledge you get by paraphrasing makes it possible for you to analyze and critique the original text.

✦ In the following activity, you are going to read *Si m te, m ta...*, an adaptation from an original text by Serge Léger, a Haitian author who wrote several texts in Kreyòl on many topics related to Haiti. Apply the techniques and use the strategies you learned to deal with the text.

- A. **Anvan ou li.** Scan the text to consider its form and content to prepare yourself for comprehension. Try to identify the genre and type of the text by considering its format.
- B. **Pandan ou ap li.** As you read, think about the following questions. Parts of the text are repeated on purpose? Why? What is the text about? Who is speaking in the text?
- C. **Annou li pi an detay.** How would you translate the following sentences from the text into English? Use the glossary of your textbook, your dictionnary and the strategies and techniques you learned to translate these sentences as accurate as possible.

1. *Si m te, m ta...*
2. *Si m te avoka, m ta defann dwa tout moun ki pa jije dapre lalwa.*
3. *Si m te mizisyen, m ta konpoze yon senfoni lanmou ak libète.*
4. *Si m te Bondye, mwen ta bay Ayisyen limyè lespri sen m, pou y aprann renmen.*



CD 2-19 – Annou koute tèks la.

SI M TE, M TA...

1 Si m te avoka, m ta defann dwa
Tout moun yo pa jije dapre lalwa.
M ta plede kòz dènye prizonye
K ap mouri nan kacho penitansye.

Si m te powèt, mwen ta ekri ak di
Bèl powèm k ap bèse w ak ilizyon.
M ta fè w santi ou nan paradi
Pandan w nan grangou ak eksplwatasyon.

5 Si m te, m ta...

15 Si m te, m ta...

Si m te mizisyen, m ta konpoze
Yon senfoni lanmou ak libète
Pou Ayisyen frè m ak sè m k ap soufri
Ann Ayiti, yon peyi k ap peri.

Si m te Bondye, mwen ta bay Ayisyen
Limyè lespri sen m, pou y aprann renmen.
M ta ba n de je devan, de dèyè
Pou n pa pran kou trèt; pou n pa nan fè nwè.

10 Si m te, m ta...

Si m te, m ta...

Adaptation from a text by Serge Léger

D. Lè ou fin li. Answer the following questions in English.

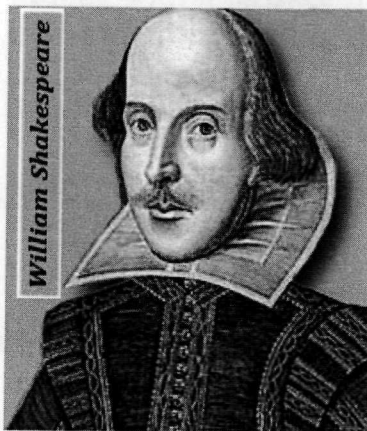
1. What type of text is it? Is it a passage from a newspaper, a passage from a novel or a poem? Justify your answer.
2. What is the predominant verb tense and mood used in the text? Why?
3. What is the author's purpose for writing this text? Does he want to persuade, to entertain, or to inform the readers? Justify your answer.
4. How would you summarize the entire text in four Kreyòl sentences, one sentence for each paragraph? Write down your sentences and be ready to share them with your classmates.

E. Lè ou fin reponn kesyon yo. Re-read your answers. Make the necessary corrections before sharing your answers with your classmates.

Leson 3 : Etid inivèsité

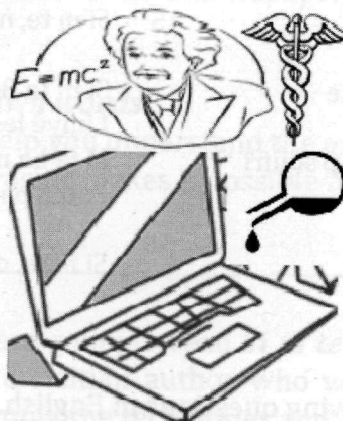
- Language aim: *Talking about your studies.*
- Vocabulary: *Ekpresyon ak mo pou pale de etid*
- Grammar and structures: *The imperative sentences and reflexive verbs*
- Pronunciation and spelling: *The consonants /s/ and /z/*
- Writing: *Yon lèt aplikasyon pou yon bous etid*

I. Pwogram etid ak kou inivèsité yo



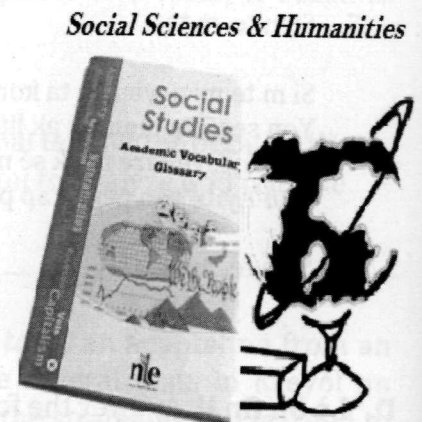
LÈT AK FILOZOFI

Literati frankofòn
Literati konpare
Etid literè
Etid filozofik
Relijyon



SYANS AK TEKNOLOJI

Matematik
Fizik
Chimi
Medsin
Enfòmatrik



SYANS IMÈN E SOSYAL

Sikoloji
Edikasyon
Listwa
Sosyoloji
Politik



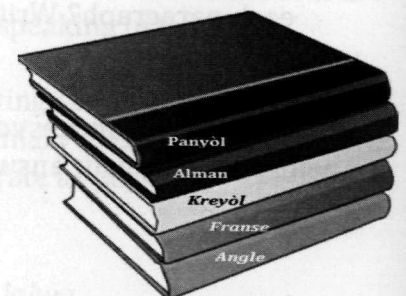
BOZA AK SINEMA

Penti
Eskilti
Mizik
Teyat
Etid sou sinema



EKONOMI

Administrasyon
Finans
Kontabilite
Maketing
Bank ak komès



LANG AK LENGWISTIK

Angle
Franse
Panyòl
Alman
Sosyolengwistik

✚ **Itlize mo ak ekspresyon sa yo pou pale de etid inivèsité**

- | | |
|---------------------------------------|--|
| 1. Konbyen kou ou pran ane sa a? | - <i>How many classes are you taking this year?</i> |
| 2. M ap swiv kat kou sèlman. | - <i>I'm only taking four classes.</i> |
| 3. Kou biyoloji m ap swiv la difisil. | - <i>The biology class I am taking is difficult.</i> |
| 4. Kou chimik an pi fasil. | - <i>The chemistry class is easier.</i> |
| 5. M pa renmen kou jewografi a. | - <i>I don't like the geography class.</i> |
| 6. Nan ki pwogram ou enskri? | - <i>In what program are you enrolled in?</i> |
| 7. Se nan pwogram kontabilite a m ye. | - <i>I am in the accounting program.</i> |



CD 2-20 - DYALÒG

- *Mari ak Maksorèl rankontre ankò. Fwa sa a, y ap pale de pwogram etid ak kou y ap swiv nan inivèsite yo. Annou koute.*

Mari: - Ki kou ou ap swiv ane sa a?

Maksorèl: - *Mwen gen de kou anatomi, yon biyoloji ak yon kou chimik.*

Mari: - Se byen monchè! Mwen menm, m oblije swiv yon seri de kou ki pa gen okenn rapò ak espesyalizasyon m vle chwazi a.

Maksorèl: - *Ki kou sa yo ou oblije pran an?*

Mari: - Konseye pedagogik mwen an fòse m pran de kou fransè ak yon kou sosyoloji jeneral.

Maksorèl: - *Se paske ou fenk koumanse pwogram nan. Tout etidyan nan fasilite a oblije swiv kou de baz sa yo wi.*

Mari: - A wi! Yo oblije nou swiv kou sa yo nan inivèsite leta a tou?

Maksorèl: - *Men wi. Kou sa yo enpòtan anpil wi. Menm si se medsin ou ap etidye, ou bezwen konn pale ak ekri lang fransè a byen.*

Mari: Ou gen rezon wi paske gen anpil etidyan ki fò nan chif men yo pa bon nan fransè menm. Yo vrèman bezwen kou fransè a.

Maksorèl: *Se sa! Lè n ap travay kòm doktè nan yon lopital oswa yon klinik, nou pral genyen pou nou ekri plizyè dokiman an franse tankou lèt, rapò elatriye.*

ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Ki matyè Maksorèl ap etidye ane sa a?
2. Ki matyè Mari ap etidye ki pa nan pwogwam etid li?
3. Ki moun ki oblije Mari pran kou sa yo?
4. Poukisa Mari oblije swiv kou sa yo?
5. Èske Maksorèl te oblije pran kou sa yo tou?

- ❖ **Enfòmasyon kiltirèl:** In Haiti, most private higher education institutions, have adopted the flexible North American credit hour system while the State University of Haiti continues to use the rigorous French modular system. In contrast to US and Canadian universities, students attending the State University of Haiti cannot choose their classes on a semester basis. Students are required to take and pass a specified set of courses to move from year I to II and so on. There are no part-time students since they are all required to cover the same set and number of courses (called modules) in an academic year. There are few electives or general education courses.

ANNOU PRATIKE

- A. **Preferans** – Poze etidyan ki chita bò kote ou kesyon sou sa li pi renmen nan inivèsite a. Reponn dapre egzanp lan.

Egzanp: Kou fransè/ kou fizik

Etidyan 1 : - Èske ou pito kou fransè oswa kou fizik?

Etidyan 2 : - Mwen pito kou fransè. E ou menm?

Etidyan 1 : - M pito kou fransè tou.

- | | |
|--|--|
| 1. lèt /chif | 6. laboratwa lang / bibliyotèk |
| 2. syans imèn / teknoloji | 7. kou nan oditoriòm / kou nan saldeklas |
| 3. kou a uitè dimaten / kou nan apremidi | 8. fete /etidye pou egzamen |
| 4. lang etranjè/ filozofi | 9. fè espò / swiv kou |
| 5. etnoloji / medsin | 10. kou matematik / kou lang |

B. Nan lekòl la. Chwazi youn nan mo oswa ekspresyon sa yo pou konplete chak grenn fraz sa yo ki anba a.

edikasyon – relijyon – teyat – literati frankofòn – lang etranjè – sosyoloji – mizik – Etid sou sinema – enfòmatis

1. Etidyan k ap etidye _____ pran kou sou Vodou ak Legliz Katolik.
2. Andre pran kou _____ se poutèt sa l ap li roman afriken ki ekri an franse.
3. Etidyan sa yo achte gita ak saksofòn paske y ap swiv kou _____.
4. Lè Adriyen gran, l ap apran _____ tankou angle espayòl ak alman.
5. Wozlò ta renmen jwe nan plizyè fim, kidonk l ap fè _____.
6. Se kou _____ pou ou chwazi si w ta vle fè etid sou sosyete a.
7. Twoup la pral jwe pyès _____ William Shakespeare a.
8. Jaki renmen òdinatè se pou sa l ap etidye _____.

C. Ki kou y ap pran? – Dapre pwogram oswa fakilte yo ye a, di ki kou etidyan sa yo ap pran. Se pou ou jwenn twa kou pou chak etidyan menm jan ak egzang lan.

Egzanp: Mari ap etidye medsin, li pran kou *biyoloji, anatomi ak chimi.*

1. Wozmari ap etidye ekonomi, li pran kou _____.
2. Lwi ak Anri ap etidye lang etranjè, yo pran kou _____.
3. Jidit nan pwogram lèt la, li pran kou _____.
4. Estefàn nan fakilte Syans Imèn, li pran kou _____.
5. Yo ap etidye administrasyon, yo pran kou _____.
6. Janin ap etidye syans sosyal, li pran kou _____.
7. Jozèf ap etidye nan Fakilte Teknoloji, li pran kou _____.
8. Ivèt ap etidye lengwistik, li pran kou _____.

D. Ann fè yon ti konvèsasyon! - Gen yon elèv k ap poze ou anpil kesyon osijè de inivèsite ou. Fòk ou reponn kesyon yo kòm sa dwa.

Example: Ki kou ou ap pran semès sa a ?

Possible answer : *M ap pran kou matematik, fizik ak trigonometri.*

1. Kisa ou ap etidye nan inivèsite ou a?
2. Ki kou ki pi difisil nan pwogram ou a?
3. Èske ou gen bous pou etidye nan inivèsite a?
4. Kijan nòt ou yo ye ane sa a?
5. Ki kote sou kanpis la ou pi renmen etidye?
6. Ki kou ou pa renmen semès sa a?

II. Imperative sentences and reflexive verbs

✚ Most European languages, in addition to verb tenses (which express time), have verb moods (which indicate reality or possibility. For instance, the most common moods in English are the indicative, the conditional, and the imperative. For instance, the sentence "*You eat your food.*" is in the indicative mood because it indicates something. However, the sentence "*Eat your food.*" does not indicate anything. This sentence is in the imperative mood. Thus, it expresses an order.

✚ **Imperative sentences** - The imperative is used to express instructions, commands or requests. It is also used for warnings or to signal a prohibition. Like in English, an imperative sentence does not require a subject. To form the imperative, just use the verb without a subject like in the following examples.

- | | |
|-----------------------------|--------------------------------------|
| 1. Chita! | <i>Sit down!</i> |
| 2. Kanpe! | <i>Stand up!</i> |
| 3. Vin isit! | <i>Come here!</i> |
| 4. Ban m òdinatè a, souple. | <i>Give me the computer, please.</i> |
| 5. Fè atansyon! | <i>Watch out!</i> |
| 6. Rete! | <i>Stop!</i> |
| 7. Reponn kesyon an souple. | <i>Answer the question please.</i> |

- ✚ To make a negative command, put "pa" before the verb.

- | | |
|------------------------|------------------------------------|
| 1. Pa chita! | <i>Don't sit down!</i> |
| 2. Pa kanpe! | <i>Don't stand up!</i> |
| 3. Pa vini! | <i>Don't come here!</i> |
| 4. Pa ban m òdinatè a. | <i>Don't give me the computer.</i> |
| 5. Pa bwè tafya. | <i>Don't drink alcohol.</i> |
| 6. Pa fimèn la soupe. | <i>Please don't smoke here.</i> |

- ✚ **Reflexive verbs** – In a sentence with a reflexive verb, the action expressed by the verb is reflected back upon the subject. Reflexive actions are indicated in English by the use of reflexive pronouns such as "myself, yourself him/herself" etc. An example of a simple sentence using a reflexive verb is "Wozlò is lying to herself." translated into Kreyòl by "Wozlò ap bay tèt li manti." In that sentence Wozlò is both the subject (the one lying) and the object (the person being lied to).

- ✚ **"tèt" and "kò" expressing reflexivity** – In contrast with English, Kreyòl does not have a reflexive word of the type of *-self/-selves*. To express reflexivity, Kreyòl generally uses the nouns **"tèt"** and **"kò"**.

- | | |
|--|---|
| 1. L ap lave <u>kò</u> l. | - <i>She washing herself.</i> |
| 2. Li fou; l ap pale ak <u>tèt</u> li. | - <i>He is crazy; he is talking to himself.</i> |
| 3. Ranje <u>kò</u> w avan ou soti. | - <i>Fix yourself before going out.</i> |
| 4. Sispann bay <u>tèt nou</u> manti. | - <i>Stop lying to ourselves.</i> |

- ✚ Note that, although they practically have the same meaning, **"tèt"** and **"kò"** cannot be used interchangeably in all contexts.

- ✚ **Expressing reflexivity with pronouns** – In some specific contexts, the words (*mwen, ou, li, nou, yo*) can be used as bare reflexive pronouns without **"tèt"** and **"kò"**. Consider the following examples.

- | | |
|---------------------------------------|---|
| 1. Mwen wè <u>m</u> nan foto a. | - <i>I see myself in the photo.</i> |
| 2. Jak raze <u>l</u> chak jou. | - <i>Jack shave every day.</i> |
| 3. Pa enkyete <u>w</u> machè! | - <i>Don't worry my dear!</i> |
| 4. Etidyan yo pa fè respè <u>yo</u> . | - <i>The students don't respect themselves.</i> |

- ⚡ As indicated in the following examples, a bare reflexive pronoun cannot be used without “*tèt*” and “*kò*” in all contexts and vice versa. For instance, it’s possible to use “*ou*” without “*tèt*” in sentence number 2 below. However, it’s grammatically impossible to do the same in sentence number 4. Similarly, it’s grammatically not possible to use “*tèt*” in sentence number 6.

- | | |
|--|--|
| 1. Fè respè <u>tèt ou</u> ! | - Respect yourself! |
| 2. Fè respè <u>ou</u> ! | - Respect yourself! |
| 3. Respekte tèt ou. | - Respect yourself! |
| 4. Respekte ou. | - Respect yourself! |
| 5. Jinèt ap enkyete l pou anyen. | - Jinèt is worrying herself for no reason. |
| 6. Jinèt ap enkyete tèt li pou anyen. | - Jinèt is worrying herself for no reason. |
| 7. Jinèt ap trakase tèt li pou anyen. | - Jinèt is worrying herself for no reason. |

ANNOU PRATIKE

A. CD 2-21 – Koute byen. Mòd enperatif oswa mòd endikatif? Ou pral tande 10 fraz.



Kèk ladan yo nan mòd enperatif; kèk lòt nan mòd endikatif. Idantifye fraz sa yo lè w tande yo.

| Mòd enperatif | Mòd endikatif | Mòd enperatif | Mòd endikatif |
|-----------------------------|--------------------------|------------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | 6. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> | 10. <input type="checkbox"/> | <input type="checkbox"/> |

B. Annou bay lòd! Imajine ou se yon pwofesè lekòl epi ou ap bay etidyan nan klas ou lòd ak konsèy. Itilize vèb an angle ki nan parantèz yo pou bay etidyan yo lòd ak konsèy. Fòk ou tradwi vèb angle a an kreyòl menm jan ak egzanp lan ki anba a.

Example : avan egzamen an. (To study) → **Answer:** Etidye avan egzamen an.

1. chapit 3 ak 4 pou semenn pwochenn. (to review)
2. a lè nan klas la. (to arrive)
3. liv kreyòl la avan nou vin nan kou. (to buy)
4. liv nou nan paj 12 (to open)
5. tout bagay nan valiz nou pou n kab koumanse egzamen an. (to put)
6. kaye nou souple. (to close)
7. pale nan klas la. (to stop)
8. men nou avan nou poze kesyon. (to raise)
9. sa m ap di a. (to listen)
10. nan klas la jouk klòch la sonnen. (to stay)

C. Bon jan konsèy - Itilize mo ki anba yo pou fòme yon fraz enperativ korèk. Fòk ou toujou bay bon konsèy positiv menm jan ak egzanp yo ki anba a.

Example 1: leson /etidye/ ou

→ **Answer:** *Wi, etidye leson ou.*

Example 2: nan klas/an reta /rive

→ **Answer:** *Non, pa rive an reta nan klas.*

1. pou/ leve bonè/ al lekòl
2. leve bonè /dòmi ta /pou
3. pwoblèm/travay/ matematik yo
4. pwofesè/pandan/li jounal/ ap bay nòt
5. nan klas/a lè/rive/ pou
6. anpil /etidye/avan/ egzamen an
7. ap pale/lè/pran nòt /pwofesè
8. byen/nan klas/ koute

D. Annou fòme fraz refleksif! - Itilize yon pwonon refleksif kòrek pou kont li oswa “tèt”, “kò” ansanm ak pwonon refleksif kòrek la pou fòme yon fraz ki fè sans ak mo anba yo. Swiv ezanp yo ki anba.

Example 1: Andre - raze chak maten

→ **Answer:** *Andre raze l chak maten.*

Example 2: Fi a - touye yè swa

→ **Answer:** *Fi a touye tèt li yè swa.*

1. Mari - toujou fè respè
2. Direktè a - pa respekte
3. Yo - enkyete pou anyen.
4. Mari ak Anri - ap trakase
5. Mwen - wè nan glas la
6. Li - bat anpil
7. Nou - ap gade nan televizyon
8. Timoun yo - pa rete nan wòl

III. The consonants /s/ and /z/

✚ You already learned to never use the consonant (s) for (z) as in English words like *music* and *museum*. You also learned that (s) is never paired like in *essential* and *bless*.

- ✦ The consonant (**s**) is a very important sound for Kreyòl learners because it is found in a great number of Kreyòl words and in all positions within these words. Note that the sound (**s**) is never spelled with the letter (**c**) like in English words **peace**, **piece**, or **cell**.
- ✦ Although the consonant (**z**) does not occur in Kreyòl as frequently as (**s**), it is important to practice it because it differs from the English sound (**z**). While the Kreyòl sound (**z**) is always pronounced and spelled the same way in all contexts, the English (**z**) is pronounced three different ways and spelled in a large variety of ways. Note that the Kreyòl consonant (**z**) is never written with (**s**) as in English words like **nose** and **knows**. It's never paired like in **pizza** or **mozzarella**.

ANNOU PRATIKE



- A. CD 2-22 – Listen and repeat the following words with the consonant sound **S**.

S, s: anons, atlas, bas, brase, chase, danse, efase, espò, fasil, glise, grimas, isit, karese, lamès, oprese, pase, ranse, sak, siveye, sonje, twouse, vis, voras



- B. CD 2-23 – Listen and repeat the following words with the consonant sound **Z**.

Z, z: alèz, Azaka, azizwèl, baz, baze, chèz, douz, fizi, gaz, izin, kwizin, lozanj, nyèz, onz, pwazon, razwa, sizo, trèz, vaz, zam, zanj, zanmi, zonbi, zòrey



- C. CD 2-24 – Listen and repeat the following pairs of words.

| | | | |
|--------|--------|-------|-------|
| bas | baz | masou | mazou |
| bòs | bòz | pòs | pòz |
| kase | kaze | ras | raz |
| kòs | kòz | san | zan |
| kousen | kouzen | swa | zwa |
| kras | kraz | sisi | zizi |



D. CD 2-25 – S oswa Z? One letter is missing in the following words. Choose (s) or (z) to complete these words in the following sentences.

1. Mi ___ isyen ayi ___ yen yo di King Posse se yon ba ___ nòm al.
2. Wòzlò achte yon kou ___ en pou kou ___ en l lan.
3. Ra ___ moun sa yo ra ___ anpil!
4. Avanyè ___ wa, nou manje ___ wa nan restoran an.
5. Kouzin mwen bay ___ an Lakwa wouj chak de ___ an.
6. Azizwèl sa a yo rele ___ olanj lan se kouzin mwen.
7. Vini m ___ ipe zip kanson ou ti ga ___ on!
8. Bò ___ sa yo toujou ap fimen bò ___ nan izin nan leswa.
9. Mekanisye an be ___ wen apranti pou ___ iveye ___ outi yo.
10. Pwofè ___ è a be ___ wen chifon pou efa ___ e tablo a.



E. CD 2-26 – Yon ti dikte. Listen carefully and write down the missing words in the following sentences.

1. Mwen _____ m te konn chase _____ lè m te jenn ti gason.
2. Tout _____ m yo te soti al nan _____ samdi _____.
3. Pèsonn moun pa ta _____ konsome bwason _____ ak _____.
4. _____ yo te rete _____ tè a jiska _____ nan aswè.
5. _____ Mariz la soti nan _____ paske l _____ kansè disen.
6. Jozafa _____ zipe zip _____ l lè l ap _____.
7. _____ yè swa a _____ sote tranzistò _____ nan _____ an.
8. _____ swa, _____ ak _____ fè kenken sou _____ Channmas.
9. _____ te sezi _____ fizi _____ ak lòt gwo _____ lou nan Site Solèy.
10. Kouzen m yo ap _____ a _____ aswè a.

| Excellent | Very good | Good | Acceptable | Unsatisfactory |
|-----------|-----------|------|------------|----------------|
| 4.5 | 4.0 | 3.5 | 3.0 | 2.5 |
| 4.5 | 4.0 | 3.5 | 3.0 | 2.5 |
| 4.5 | 4.0 | 3.5 | 3.0 | 2.5 |
| 4.5 | 4.0 | 3.5 | 3.0 | 2.5 |

| Originality | Method (grammar and punctuation) | Content (quantity and quality) | Organization (coherence and unity) | Total (20 pts) |
|-------------|----------------------------------|--------------------------------|------------------------------------|----------------|
| 2 | 2 | 2 | 2 | 8 |
| 2 | 2 | 2 | 2 | 8 |
| 2 | 2 | 2 | 2 | 8 |
| 2 | 2 | 2 | 2 | 8 |

IV. Annou ekri

✦ Ekri yon lèt aplikasyon pou yon bous etid

In this activity, you will use what you have learned to write a cover letter that you are sending with an application for a scholarship.

✦ Writing tips

You learned that there are different types of letters for different situations. You already learned some tips on how to write informal letters in Kreyòl. Now you will learn about formal letters.

➤ Formal letter openings

In formal letters, the words “Madam” for a female person or “Mesye” for a male person are used in a similar way to the English expression “**Madam**” and “**Sir**”. Note that the last name of the person you are writing to is generally placed after it: “**Madam Petitòm**” or “**Mesye Petitòm**”.

➤ Letter closures

There is a variety of ways to close formal letters. Here are some common ones: **Kòdyalman; Ak anpil respè; Ak tout konsiderasyon; Sensèman.**

-
- A. Anvan ou ekri.** Think about formal letter you have already read or written in English. Imagine that you are applying for a scholarship to study at the State University of Haiti for a year.
- B. Ann ekri.** Write a (minimum of 20 sentences) well-organized letter to the scholarship coordinator of an organization offering scholarships to college students who want to improve their Kreyòl. Your letter must include the following information:
- ✓ Your name and address
 - ✓ The name of your college or university
 - ✓ The name of your department and your degree program
 - ✓ Your major and minor
 - ✓ All courses you are currently taking
 - ✓ The reasons why you are learning Kreyòl
 - ✓ What you plan to do after graduating
 - ✓ What makes you think you deserve this scholarship
- C. Lè ou fin ekri.** Re-read your letter. Is there something else you want to add? Look closely at your letter to check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Leson 4 : Pwofesyon, Metye ak Travay

- Language aim: *Talking about what you would do in life*
- Vocabulary: *Ekpresyon ak mo pou pale de pwofesyon, metye ak travay*
- Grammar and structures: *Making polite requests and expressing obligation*
- Pronunciation and spelling: *The consonant /t/*
- Speaking: *Pale de etid ak karyè pwofesyonèl ou*

I. Ki pwofesyon yo?



✦ Pwofesyon liberal yo

| | | | |
|-------------|------------|--------------|-------------------|
| achitèk | architect | enjenyè | engineer |
| agwonòm | agronomist | jounalis | journalist |
| atis | artist | kontab | accountant |
| avoka | lawyer | doktè/medsen | physician, doctor |
| bankye | banker | pastè/ pè | pastor/priest |
| bibliyotekè | librarian | pwofesè | professor/teacher |
| doktè | doctor | sikològ | psychologist |
| edikatè | educator | sikyat | psychiatrist |
| ekriven | writer | veterinè | veterinarian |

✚ *Metye teknik yo*

| | | | |
|-------------|-------------------------------|------------|------------------------------|
| agrikiltè | <i>farmer</i> | kòdonnye | <i>shoe maker</i> |
| bòs mason | <i>mason</i> | komèsan | <i>merchant, store owner</i> |
| bòs tayè | <i>tailor, dress maker</i> | koutiryè | <i>female dress maker</i> |
| chapantye | <i>carpenter</i> | kwizinyè | <i>cook</i> |
| chofè taksi | <i>cab driver</i> | machann | <i>retailer</i> |
| ebenis | <i>cabinet maker</i> | mekanisyen | <i>mechanic</i> |
| elektrisyen | <i>electrician</i> | ouvriye | <i>worker</i> |
| enfimyè | <i>nurse</i> | polisye | <i>police officer</i> |
| enstititè | <i>primary school teacher</i> | sekretè | <i>secretary</i> |
| fotograf | <i>photographer</i> | teknisyen | <i>technician</i> |

✚ *Zouti ak enstriman ouvriye, teknisyen ak pwofesyonèl yo bezwen pou travay*

- | | |
|---|--|
| 1. Achitèk bezwen papye; kreyon ak pwogram enfòmatis pou fè makèt epi desinen plan kay. | - Architects need paper; pencil and computer programs to create design and make construction drawings. |
| 2. Ekriven bezwen plim ak papye, oswa òdinatè pou ekri liv. | - Writers need pens and paper or computers to write books. |
| 3. Kontab bezwen kalkilatis pou konte lajan. | - Accountants need calculators to count money. |
| 4. Medsen/doktè bezwen estetoskop pou koute son nan kò moun. | - Physicians need stethoscopes for listening to body sounds. |
| 5. Pastè ak pè bezwen bib la pou preche pawòl Bondye a. | - Pastors and priests need the bible to preach the words of God. |
| 6. Bòs mason bezwen pèl, bourèt, ak nechèl pou bati kay. | - Masons need shovels, wheelbarrows and ladders to built houses. |
| 7. Bòs tayè sèvi ak sizo, machin akoud, zegwi ak fil pou fè rad. | - Tailors use scissors, sewing machines, needle and thread to make clothes. |
| 8. Ebenis itilize rabo, goyin ak mato pou fè mèb an bwa. | - Cabinet maker use planers, saws and hammers to make wooden furniture. |
| 9. Yon fotograf pa kab travay san yon aparèy foto. | - A photographer cannot work without a camera. |
| 10. Mekanisyen an bezwen kle, pens grip ak tounvis pou ranje machin. | - The mechanic needs wrenches, vise grips and screwdrivers to repair cars. |
| 11. Polisye bezwen zam, baton ak gaz lakrimojèn pou konbat kriminèl. | - Police officers need guns, sticks and tear gas to counter criminals. |



CD 2-27 -DJALÒG

- *Monik ak Filip, de elèv nan lekòl segondè a ap pale de pwofesyon yo ta renmen fè. Annou koute.*

- Monik:** - *Filip, ki pwofesyon papa w ak manman w?*
- Filip:** - *Papa m se avoka; manman m li menm se kontab. E ou menm?*
- Monik:** - *Monchè! Zafè fanmi w pi bon pase pa m. Papa m se chofè taksi; manman m se koutirye.*
- Filip:** - *E ou menm Monik, kisa ou ta renmen fè nan lavi a?*
- Monik:** - *M vle vin yon mànken men papa m pa dakò. Li ta prefere gen yon doktè, yon avoka, yon enjenyè oswa yon agwonòm nan fanmi an.*
- Filip:** - *Se nan menm bagay la m ye la tou wi. Se yon atis m ta renmen ye. M vle vin yon gwo mizisyen. Men manman m kanpe ankwa.*
- Monik:** - *Mwen menm, se vedèt m vle ye. Si m pa ta vin mànken, se aktris sinema m ap ye kanmenm.*
- Filip:** - *Machè! Fè sa ou anvi tande. Papa w pa gen dwa fòse w fè sa l vle. Mwen menm, m p ap okipe manman m. M deja chantè.*

✦ ANNOU TCHEKE SI NOU KONPRANN DYALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Ki kalite travay manman ak papa Filip ap fè?
2. Ki kalite travay manman ak papa Monik ap fè?
3. Dapre ou menm, ki fanmi k ap fè plis lajan? Poukisa?
4. Ki kalite pwofesyon papa Monik vle li aprann ?
5. Kisa Monik vle fè kòm pwofesyon?
6. E Filip, kisa li vle fè?

- ❖ **Enfòmasyon kiltirèl:** The State University of Haiti, the only public and the most important higher education institution in the country, does not train enough qualified professionals since it can only offer courses to thirteen thousand students. The worst is that most of Haiti's university graduates leave the country as quickly as they can. Every year, Haiti loses thousands of well-educated persons, professionals and its most talented young people to emigration. The already chaotic situation became worse in January 2010 since a large number of professors, professionals and students fled Haiti after the earthquake, increasing brain-drain of skilled and well qualified persons.

ANNOU PRATIKE



A. CD 2-28 – Koute byen. Se yon pwofesyon liberal oswa yon metye teknik? Ou pral tande douz fraz. Gen kèk ladan yo ki pale sou pwofesyon liberal. Gen lòt se de metye teknik yo pale. Koute byen epi chwazi sa w tande a.

| PWOFESYON LIBERAL | METYE TEKNIK | PWOFESYON LIBERAL | METYE TEKNIK |
|-----------------------------|--------------------------|------------------------------|--------------------------|
| 1. <input type="checkbox"/> | <input type="checkbox"/> | 7. <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <input type="checkbox"/> | <input type="checkbox"/> | 8. <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <input type="checkbox"/> | <input type="checkbox"/> | 9. <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <input type="checkbox"/> | <input type="checkbox"/> | 10. <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <input type="checkbox"/> | <input type="checkbox"/> | 11. <input type="checkbox"/> | <input type="checkbox"/> |
| 6. <input type="checkbox"/> | <input type="checkbox"/> | 12. <input type="checkbox"/> | <input type="checkbox"/> |

B. Pwofesyon ak metye – Pou chak definisyon nan premye kolonn nan, jwenn pwofesyon oswa metye ki matche ak li nan dezyèm kolonn nan.

- | | |
|---|-----------------------|
| 1. Yon bòs ki fè travay bwa nan kay. | a. kontab |
| 2. Yon bòs ki ranje soulye. | b. enfimyè |
| 3. Yon moun ki kwit manje byen. | c. kwizinyè |
| 4. Yon moun ki travay nan radyo ak televizyon. | d. mekanisyen |
| 5. Yon pwofesyonèl ki trete malad lopital. | e. kòdonnye |
| 6. Yon pwofesyonèl ki fè makèt ak plan kay. | f. chofè |
| 7. Yon pwofesyonèl ki fè travay konte lajan. | g. achitèk |
| 8. Yon bòs ki itilize pèl, bourèt pou bati kay. | h. medsen/doktè |
| 9. Yon pwofesyonèl ki jwe nan fim. | i. jounalis |
| 10. Yon moun ki kondwi otobis oswa taksi. | j. bòs mason |
| 11. Yon moun ki konn ranje machin. | k. aktè/aktris sinema |
| 12. Yon moun ki asiste yon medsen nan lopital. | l. chapantye |

C. Ki pwofesyon oswa ki metye? – Di ki pwofesyon oswa ki metye moun sa yo genyen. Swiv egzanp lan.

Egzanp : Fi a ki nan biwo a toujou ap tape sou òdinatè. → **Answer:** *Li se sekretè.*

1. Mimos kon koud rad byen.
2. Jozi ap kwit manje nan restoran.
3. Travay Maria se fè bidjè epi konte lajan antrepriz la.
4. Nèg sa toujou fè bèl foto.
5. Tonton Wozlò konn fè pantalon ak kostim.
6. Jak ak Ivon konn ranje sandal ak soulye.
7. Frenand fè kou kreyòl ak franse byen.
8. Medam yo achte machandiz angwo pou vann andetay.
9. Jozafa ap sakle tè a avan li plante kafe.
10. Kouzen mwen itilize zam pou arete kriminè.

D. Ki zouti oswa ki enstriman? – Devine ki zouti oswa ki enstriman. Pa bliye ekri atik defini kòrèk ki mache ak chak non zouti oswa enstriman. Swiv egzanp lan ki anba a.

Egzanp: Ou itilize sa pou drese bwa. → **Answer:** *Se rabo a.*

1. Se yon zouti bòs mason bezwen pou brase mòtye. _____
2. Mekanisye kab vise e devise ak zouti sa a. _____
3. Polisye bezwen sa pou konbat kriminèl. _____
4. Ebenis itilize sa pou siye bwa. _____
5. Doktè sèvi ak sa pou koute batman kè pasyan l yo. _____
6. Bòs tayè bezwen sa pou koupe twal. _____
7. Bòs mason kab monte sou sa pou travay nenpòt kote ki wo. _____
8. Koutiryè sèvi ak sa pou koud rad ala men. _____
9. Bòs mason itilize sa pou pote blok, sab, mòtye. _____
10. Pè a bezwen sa pou preche pawòl Bondye a. _____

E. Ki zouti oswa ki enstriman yo bezwen? - Di ki zouti ouvriye yo bezwen e ki enstriman pwofesyonèl yo bezwen pou fè travay yo. Si posib, jwenn omwen twa zouti oswa enstriman menm jan ak egzanp lan ki anba a.

Egzanp : Bòs ebenis la bezwen fè kèk chèz. → **Answer:** *Li bezwen mato, goyin ak rabo.*

1. Ekriven an bezwen ekri kèk paj nan liv li a.
2. Pastè a bezwen preche pawòl Bondye a.
3. Polisye yo bezwen arete kriminel.
4. Kontab la bezwen fè kalkil epi konte lajan.
5. Medsen an bezwen koute son nan kò moun.
6. Bòs mason an bezwen leve mi kay la.
7. Achitèk la bezwen desinen plan kay.
8. Bòs tayè bezwen fè yon kostim.
9. Bòs chapant lan bezwen fè fenèt ak pòt anbwa.
10. Mekanisye an bezwen ranje machin nan.

F. Lavi inivèsitè ak pwofesyonèl - Konplete paragaf sa a ak mo vokabilè yo ki anba a. Chwazi mo oswa ekspresyon ki fè sans lan.

tribinal - avoka - medsin - elektrisite - kouti - travay, enfimyè - metye - trete malad

Lè yon etidyan enskri nan fakilte dwa, se paske li vle vin yon _____ pou l kab defann dwa akize nan _____. Men, si etidyan sa a ta renmen _____ nan lopital pou l kab _____ epi fè operasyon, se nan fakilte _____ pou li enskri. Se pa tout moun ki kab aprann pwofesyon liberal. Se sa k fè, gen moun se _____ tankou ebenis ak mekanisye yo aprann. Si yon moun ta vle konn ranje kouran, se _____ pou li aprann. Men, si moun sa se rad li ta renmen konn koud, se _____ pou l al aprann.

II. Making polite requests and expressing obligation

✚ **Making polite requests and Softening commands** - You learned how to use the imperative to express orders, commands, and to make requests. You can also use the conditional to soften commands and to make a request in a more polite way.

- | | |
|----------------------------------|--|
| - Ou ta ede m netwaye omwen. | - <i>You could help clean me at least.</i> |
| - Ou ta bezwen etidye plis wi. | - <i>You might need to study more.</i> |
| - Ou ta dwe travay pi souvan. | - <i>You should work more often.</i> |
| - Ou pa ta dwe bwè fimen la non. | - <i>You should not be smoking here.</i> |
| - Yo ta bezwen dòmi pi bonè. | - <i>They should sleep earlier.</i> |

✚ **Expressing obligation and prohibition** - To express strong obligation, you may use the verbal expressions *fòk/fò; se pou* which mean (*to have to, must*). To express prohibition or to ask someone not to do something and to express warnings, you may use the verbal expression *pinga* which means (*don't!*). In contrast with *fòk/fò* and *se pou*, the verbal expression *pinga* only has a negative meaning. Note that these verbal expressions always precede their subject. Consider the following examples.

- | | |
|-------------------------------------|-------------------------------------|
| 1. Fòk ou chita. | - You must/have to sit down. |
| 2. Se pou ou kanpe. | - You must stand up. |
| 3. Fòk ou vin isit. | - You have to come here. |
| 4. Se pou ou ban m òdinatè a. | - You have to give me the computer. |
| 5. Fòk ou pa pale nan klas. | - You must not speak in class. |
| 6. Se pa pou ou dòmi nan legliz la. | - You must not sleep in church. |
| 7. Pinga ou fimen. | - Don't smoke. |
| 8. Pinga ou kondwi machin mwen. | - Don't drive my car. |
| 9. Pinga nou rate egzamen non. | - Don't miss the exam. |

ANNOU PRATIKE

A. Ann bay lòd nan yon fason janti! - The following statements are too harsh. Soften them up by using the appropriate format as in the example provided.

Example: Ede m netwaye kay la. → **Answer:** *Ou ta ede m netwaye kay la.*

1. Fè travay yo pi souvan.
2. Etidye lesson w!
3. Pa fimen la!
4. Dòmi pi bonè.
5. Vin isit!
6. Pinga ou monte bisiklèt la.

B. PINGA! – Indicate whether “*pinga*” is used in the following sentences to tell someone to watch out or tell someone not to do something.

Example 1: Pinga ou vin lakay mwen. → **Answer:** *Telling someone not to do something.*

Example 2: Pinga ou tonbe non. → **Answer:** *Telling someone to be careful.*

1. Pinga ou soti aswè a non.
2. Pinga ou bwè tafya.
3. Pinga timoun nan tonbe non.
4. Pinga lapli mouye w non.
5. Pinga ou pa vini non.
6. Pinga ou monte chwal mwen.
7. Pinga ou bliye al pran egzamen an non.
8. Pinga nou rate egzamen non.

C. Fòk oswa Pinga? – Depending on the meaning of each statement, use *fòk* or *pinga* to express an obligation or a prohibition. Follow the example.

Example: M ap kouri nan mitan lari a. → **Answer:** *Pinga ou kouri nan mitan lari a.*

1. M ap fimen tabak.
2. L ap fè twalèt li pou l al lekòl.
3. Y ap bwè wonm Babankou.
4. N ap travay matematik.
5. M ap etidye leson m.
6. Y ap goumen nan klas.
7. L ap lave machin nan.
8. Y ap pale anpil nan klas la.

D. Sa pou nou fè – Children's parents are telling them what they can and cannot do. Use *fòk/fò; se pou* or *pinga* depending on the meaning of each statement.

Example: Leve bonè pou n al lekòl. → **Answer:** *Fòk nou leve bonè pou n al lekòl.*

1. Monte bisiklèt nan mitan lari a.
2. Benyen epi abiye pou nou al legliz.
3. Fimen sigarèt ak mariwana.
4. Lave men nou avan nou manje.
5. Etidye leson nou avan nou al jwe.
6. Fè frekan ak pwofesè lekòl la.
7. Travay di pou n kab reyisi.
8. Banboche chak jou.

III. The consonant /t/

- ✚ You already learned that, unlike Kreyòl, the pronunciation of the letter (**t**) varies in English. For example, in English words like **station** or **solution**, the letter (**t**) is pronounced as **SH**; but in words like **tape**, **tired**, or **testing**, it is pronounced as a **T**.
- ✚ Remember that, in contrast with English, the same letter is always used for the same sound in all contexts. Similarly, a sound is always represented by the same letter in all contexts. Therefore, the Kreyòl consonant (**t**) is always written and pronounced like the T in the English words **tape**, **tired**, or **testing**. Also remember the letter (**t**) is never paired like in **battle** or **little**.

ANNOU PRATIKE



A. CD 2-29 – Listen and repeat the following words with the consonant sound **T**.

T, t aksepte, atansyon, atire, bat, bonte, chat, chante, dat, ete, etale, fanatik, fent, gate, itil, janti, kite, lite, monte, natasyon, nuit, otan, pwent, rate, tòti, tap, travay, tandè, tonton, vote, watè



B. CD 2-30 – **Yon ti dikte.** Listen carefully and write down the entire sentences.

Example: *You hear* → Tonton l te mete tout tiwèl yo nan tiwa a.

You write → Tonton l te mete tout tiwèl yo nan tiwa a.

IV. Annou Pale

✦ Preparing for speaking - *Pale de etid ak karyè pwofesyonèl ou*

You will use what you have learned to write a dialogue between you and a partner talking about your studies and professional life. After writing the dialogue, act it out with your partner in front of the class.

A. Anvan ou pale. Imagine that you are in your thirties. You come across an old friend that you had long time ago when you were in high school. Since then, you both got your college degrees and found a job. You are talking to each other about your studies and professional achievements. Work with a partner to prepare the dialogue which must include the following information.

- ✓ Talk about your college studies (degree, program, major, minor)
- ✓ Describe your job (talk about your boss and colleagues)
- ✓ Talk about advantages and disadvantages of the job.

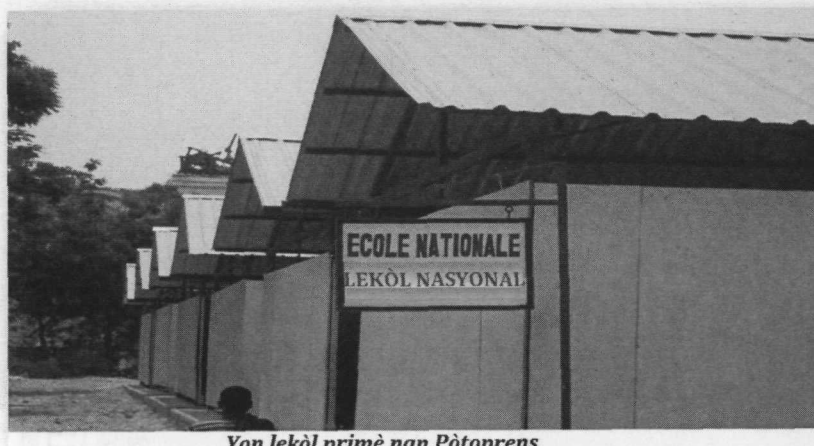
B. Lè ou fin ekri djalòg la. After writing down the dialogue, you must practice saying it aloud with your partner. Practice until you feel comfortable saying your part without hesitation.

C. Lè ou fin pratike. After practicing with your partner, act out the dialogue in front of the class.

Dosye sosyokiltirèl

The education system in Haiti

When Haiti became an independent country in 1804, Haiti's postcolonial leaders created an education system modeled on the French system. This system followed a classical curriculum, emphasizing the study of literature and philosophy. No significant change was made in the national curriculum until the end of the 70s.



Yon lekòl primè nan Pòtoprens

In 1979, the Ministry of Education undertook a major education reform known as the Bernard reform. One of the main objectives of the Bernard reform was to promote Kreyòl as the official language of instruction in order to meet the linguistic needs of the majority of Haitian students.



A typical primary school classroom in Haiti

Because of a number of socio-economic reasons, the Bernard reform failed. The reform has been only partly successful, and much of the old system of education remains in place.

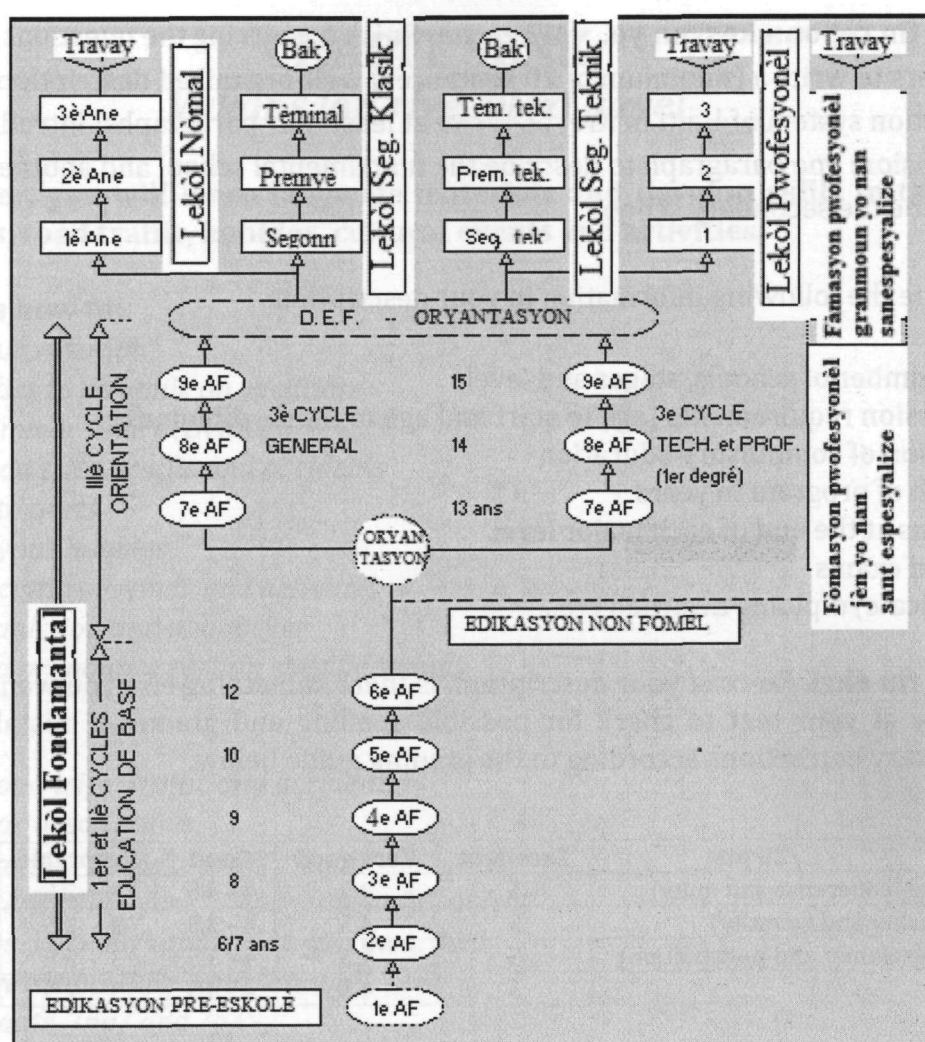
throughout the country. In fact, the structure of the school system and the national curriculum, set by the state, are not the same in all schools. Many privately run schools, modeled on the French and American school systems, do not operate in accordance with the system prescribed by the state. The Ministry of education cannot fully complete its tasks of managing and supervising the education system. As a result the Haitian school system is not as uniform as it is in other countries.



Yon lekòl segondè nan Pòtoprens

- ✚ You will read information from a chart that presents the structure of the education system of Haiti. The following chart presents the organizational structure of the Haitian educational system as prescribed by the state. It consists of a primary level of 9 years divided into three parts (4+2+3); a secondary level of 4 years leading to the Haitian high school diploma called *baccalauréat*; and a higher education level of variable duration (3 to 5 years for the *licence* or bachelor's degree), 2 years for the masters and 6 to 7 years for the doctorate.
- ✚ You will use the information from the chart to write a short description of the Haitian education system.

-
- A. **Anvan ou li.** Think about the sociolinguistic situation of Haiti. What language is used in Haiti for formal and written communication? Which language is used on the school signs you see on the pictures above?
 - B. **Pandan w ap li.** Many words in the chart are cognates. These words look the same, have similar spelling and meaning in the language used in the chart and English. Make a list of all these words and translate them into English.



C. **Lè ou fin li.** Work in group of three or four to answer the following questions about the chart. Answer in Kreyòl.

1. Nan ki lekòl pou timoun nan ale avan li rantr nan lekòl fondamantal?
2. Konbyen nivo ki genyen nan lekòl nan lekòl fondamantal la?
3. Ki laj yon elèv dwe genyen pou rantr nan lekòl fondamantal?
4. A Ki laj yon elèv ta dwe fini lekòl fondamantal?
5. Konbyen nivo ki genyen nan lekòl segondè yo?
6. Ki opsyon elèv yo genyen lè yo fini lekòl fondamantal?
7. Ki lekòl segondè yon elèv dwe chwazi si l pa vle al nan egzamen Bakaloreya?
8. Èske elèv yo oblije al nan inivèsite lè yo fini lekòl segondè klasik? Poukisa?

- D. Lè ou fin reponn kesyon yo.** – When you finish answering the questions, use your answers to write a (minimum of 20 sentences) well-organized description of the education system of Haiti in Kreyòl. Write at least four paragraphs: Introduction and conclusion; one paragraph to describe the fundamental school and another one to describe the secondary school.

Provide the following information in your description:

- D.** The number of schools, stages and levels
 - E.** Admission requirements (age to start and age to finish, diplomas)
 - F.** Duration of compulsory education
 - G.** Length of program in years
 - H.** Options at the end of each major level.
 - I.** Official exams
 - J.** Certificate/diploma awarded etc...
- E. Lè ou fin ekri.** Re-read your description. Is there something else you want to add? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: | /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|---------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

CHAPIT SENK

Vakans lan rive, plezi gaye!

In this chapter, you will learn language materials and develop skills to talk about vacation trips, road traffic, hobbies, cultural events and activities.

You will learn how to:

- *prepare your vacation*
- *plan activities to do while on vacation*
- *describe summer time activities*
- *describe road trips, traffic and accidents*
- *identify auto parts*
- *talk about your hobbies*
- *talk about cultural events and activities*
- *express permission and obligation*
- *identify and pronounce certain specific sounds*

You will use:

- *terms for road trips, traffic and accidents*
- *terms for car descriptions*
- *aspectual verbs: "tonbe", "pran", "konn"*
- *aspectual verbs: "fèk/fenk", "apèn/apenn", "sot/sòt"*
- *modal verbs: ka/kab/kapab, mèt, gen dwa, dwe*
- *verbal expressions "kite" and "annou"*
- *the consonants /ng/ and /g/*
- *the front vowel /u/ and the semivowel /w/ before /i/*
- *the consonants /j/ and /y/ after /d/*
- *the letter /h/*
- *some common verbs.*

Leson 1: *Nou pral andeyò!*

Leson 2: *Sou wout Jeremi!*

Leson 3: *Ann al nan gagè!*

Leson 4: *Nou pral nan fèt chanpèt!*

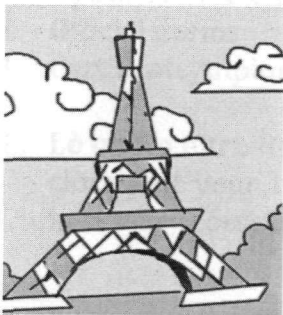
Dosye istorik/sosyokiltirèl: *Let's go to Haiti for a vacation*

Leson 1: Nou pral andeyò!

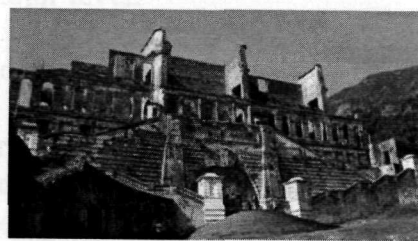
- Language aim: **Talking about vacation**
- Vocabulary: **Ekspresyon ak mo pou dekri vakans ou**
- Grammar and Structures: **Aspectual verbs**
- Pronunciation and Spelling: **The consonants /ng/ and /g/**
- Listening: **Vakans lavil ak andeyò**

I. Nou pral an vakans andeyò

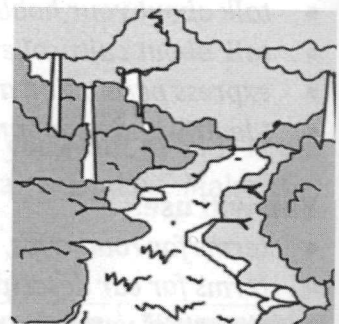
Vakans ete rive. Elèv yo pral an vakans andeyò ak nan lòt peyi. Kisa yo pral fè andeyò?



M ap pati al vizite Pari, kapital Lafrans.



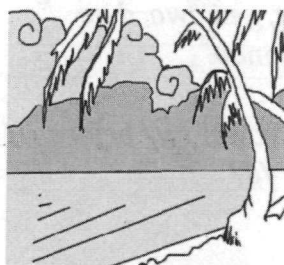
M pral Okap pou m al vizite Palé Sansousi Milo.



M pral benyen nan larivyè.



M pral mache nan mòn.



M pral benyen sou yon plaj.



M pral jwe foutbòl.



M pral nan bal. M ava banchoche nèt.



M pral aprann jwe gita.



M pral nan teyat ak sinema.

✦ **Itilize mo ak ekspresyon sa yo pou pale sou aktivite ou fè pandan vakans**

| | | | |
|------------------|-------------------------------------|--------------|---------------------------|
| al danse | <i>to go dancing</i> | koute mizik | <i>to listen to music</i> |
| al nan kan | <i>to go camping</i> | li woman | <i>to read novels</i> |
| detann | <i>to relax</i> | monte chwal | <i>to ride a horse</i> |
| fè espò | <i>to exercise</i> | naje | <i>to swim</i> |
| fè jaden | <i>to farm</i> | peche | <i>to fish</i> |
| fè piknik | <i>to have picnics</i> | peyi etranje | <i>foreign countries</i> |
| gade bèl peyizaj | <i>to look at beautiful scenery</i> | pran plezi | <i>to have fun</i> |
| il/zile twopikal | <i>tropical islands</i> | tan lib | <i>free time</i> |
| jwe kat | <i>to play cards</i> | sit istorik | <i>historical sites</i> |
| keyi mango | <i>to pick mangoes</i> | vizite | <i>to visit</i> |

CD 2-31 - DJALÒG

- *De elèv, Mara ak Sofia, ap pale sou aktivite yo pral fè pandan vakans ete a. koute byen.*

Mara: - Sofya! Ki pwojè w pou vakans ete a?

Sofya: - Papa m ap mennen nou andeyò nan machin li an. E ou menm?

Mara: - Mwen pral Ozetazini. Matant mwen ki abite Nouyòk la envite nou vin pase vakans lakay li.

Sofya: - *Se pa vre! Fòk ou fè anpil foto wi. Rèv mwen se pou m al vizite tout sa k Manatann tankou Eitati Libète ak Pak Santral.*

Mara: - Matant mwen di l ap mennen nou vizite tout bagay sa yo.

Sofya: - *A oke! Mwen menm, m pral Jeremi kay granmè m. Se la nou va pase vakans ete yo.*

Mara: - Kisa ou prevwa fè pandan w Jeremi an?

Sofya: - *Menm aktivite yo: al nan lanmè, al peche, monte chwal, jwe kat, fè piknik elatriye. Men sèl bagay fwa sa a, m ap pote anpil liv pou m li.*

Mara: - Men apa ou pa pale de mizik menm? Pa gen djaz nan Jeremi? Jan w renmen mizik! Ou pa gen pwojè al nan bal pou danse?

Sofya: - *Men wi! M ap fè sa tou. Yo di ap gen Konpa Kreyòl ak plizyè lòt djaz ki pral jwe nan zòn nan. Depi se vre, m pral ladan yo.*

Mara: - Se sa m konnen! Ou p ap rate aktivite bal ou!

Sofya: - *A! Ou konnen pitit. Bon koute! Ki dat ou ap pati? M ap ba w yon komiyon pou bay yon kouzen m ki lòtbò a pou mwen. Èske ou kapab?*

Mara: - *Pa gen pwoblèm machè. M ap pati nan koumansman mwa Jiyè epi m ap tounen nan fen mwa sektanm.*

Sofya: - Oke mèsè anpil Mara. M ale wi! N a wè tande.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ **Reponn kesyon yo an Kreyòl dapre djalòg la.**

1. Ki kote Sofya prale pou vakans ete a? E Mara?
2. Poukisa Sofya ta renmen vizite Manatann?
3. Kisa Sofya gen pwojè fè pandan li Jeremi?
4. Ki gwoup mizikal ki pral jwe jeremi pandan vakans lan?
5. Kilè Mara ap pati? E konbyen tan l ap pase lòtbò?
6. Bay ki moun Sofya ap voye komisyon an?

❖ **Enfòmasyon kiltirèl** Since most of the best schools as well as universities are centralized in Port-au-Prince, students from country areas generally leave their family to go to school in Port-au-Prince. These students usually go back to their home town for the long summer vacation. Some wealthy urban students also go to the countryside, where their parents have a vacation house. Others travel abroad during their summer vacation.

ANNOU PRATIKE

A. Aktivite pandan vakans – Chwazi sa ou prefere fè lè ou an vakans. Ekri yon fraz konplè menm jan ak egzanp lan.

Egzanp: Vizite yon il twopikal. / Vizite yon gran vil.

Repons posib: *Mwen prefere vizite yon il twopikal.*

1. Al nan bal pou danse. / Fè jaden anba solèy cho.
2. Jwe domino ak kat. / Li woman foto.
3. Benyen nan rivyè. / Benyen nan lanmè.
4. Al nan kan ete. / Al nan peyi etranje.
5. Kontinye etidye. / Pran plezi.
6. Travay matematik. / Banboche ak zanmi.
7. Fè espò. / detann.
8. Gade bèl peyizaj. / Koute mizik.
9. Fè piknik. / Peche pwason
10. Ede moun yo plante. / Pran plezi.

B. Pandan vakans lan – Chwazi youn nan mo oswa ekspresyon ki kòrèk la pou konplete chak grenn fraz sa yo ki anba a.

*Fè espò – sit istorik – bèl peyizaj – tan lib – koute- detann – al danse –
peche – naje –fè jaden – li – detann – fè piknik*

1. Lè vakans mwen renmen _____ nan rivyè ak lanmè.
2. Mari pase tout jounen ap _____ woman foto lè l an vakans.
3. Adriyen renmen _____ pwason lè l an vakans.
4. Yo konn _____ tankou jwe foutbòl lè yo an vakans.
5. Sofya toujou _____ nan bal lè l an vakans.
6. Papa m travay anpil ane sa a, li bezwen _____ li pandan vakans lan.
7. Palè Sansousi ak Sitadèl Laferyè se _____ yo ye.
8. Manman m louvri radyo a pou l kab _____ mizik.
9. Granmoun yo monte nan mòn nan pou gade _____.
10. Lè m gen _____, m prefere pran plezi pase travay.

C. Ann reponn kesyon! Gen yon moun k ap poze ou anpil kesyon osijè de aktivite ou konn fè lè ou an vakans. Fòk ou reponn kesyon yo menm jan ak egzanp lan.

Egzanp: Ki aktivite ou konn fè pandan vakans ou?

Repons posib: *Mwen konn monte chwal, al nan lanmè epi jwe baskètbòl.*

1. Èske ou konn etidye oswa travay matematik pandan vakans?
2. Ki kote ou konn ale pandan vakans ete?
3. Ki aktivite ou konn fè kote sa a?
4. Kisa ou prefere nan tout aktivite moun konn fè pandan vakans? Poukisa?
5. Ki espò prefere w?
6. Èske ou konn naje?
7. Èske ou konn al nan bal?
8. Ki djaz ou pi renmen? Poukisa?

II. Aspectual verbs

- ✦ **What is an aspectual verb?** – In Kreyòl, an aspectual verb always accompanies another verb that functions as the main verb in the sentence. An aspectual verb is used to describe the characteristics of the action expressed by the main verb. Aspectual verbs indicate whether the action expressed by the main verb is beginning, ongoing, habitual, repeated or completed.

- ✦ **Aspectual verbs: *tonbe* and *pran*** – Aspectual verbs *tonbe* and *pran* are used to indicate that the action expressed by the main verb is in the process of beginning. Note that *tonbe* and *pran* can be also the main verb in the sentence. Check the following examples in which the aspectual verb is underlined with two lines.

- | | |
|---|---|
| 1. Yo <u>tonbe</u> ri nan teyat la. | - They started to laugh in the theatre. |
| 2. Li te <u>pran</u> danse nan bal la. | - He began to dance at the ball. |
| 3. Lapli <u>pran</u> tonbe apre loray la. | - It started to rain after the thunder. |
| 4. Adriyen <u>tonbe</u> kriye lè l tonbe a. | - Adriyen began to cry when he fell down. |

- ✦ **Aspectual verbs: *fèk/fenk*, *sot/sòt*, and *apèn/apenn*** – Aspectual verbs *fèk* and its variant *fenk*, *sot* and its variant *sòt*, and *apèn* and its variant *apenn* are used to indicate that the action expressed by the main verb is recently completed. Note that *fèk/fenk* and *sot* are sometime used together. Check the following examples in which the aspectual verb is underlined with two lines.

- | | |
|--------------------------------------|--------------------------------------|
| 1. M <u>fèk</u> soti lekòl. | - I have just come back from school. |
| 2. Li <u>sot</u> repare machin nan. | - He has just fixed the car. |
| 3. Yo <u>apèn</u> ale. | - They have just gone. |
| 4. Mari <u>sòt</u> bay bebe a manje. | - Mari has just fed the baby. |
| 5. Andre <u>fenk sot</u> benyen. | - Andre has just taken a shower. |
| 6. Jozèf <u>apenn</u> fin manje. | - Joseph has just finished eating. |

- ✦ **Aspectual verb: *konn*** – The aspectual verb *konn* is used to indicate that the action expressed by the main verb is habitual or repeated in the past. Note that *konn* also means *to know how to do something*. Check the following examples in which the aspectual verb is underlined with two lines.

- | | |
|---|--|
| 1. Jak te <u>konn</u> jwe foutbòl lontan. | - Jak used to play soccer a long time ago. |
| 2. Li te <u>konn</u> fè espò chak jou. | - He used to exercise everyday. |
| 3. Jak <u>konn</u> leve bonè. | - Jak usually gets up early. |
| 4. Jak <u>konn</u> jwe foutbòl. | - Jak can play soccer. |

- ✚ **Aspectual verbs and Main verbs** – Some aspectual verbs like *tonbe*, *pran*, *sot/sòt* and *konn* also function as main verbs. When they function as main verbs, they are not followed by another verb. Check the following examples in which the aspectual verbs are underlined with two lines and the main verbs with one.

- | | |
|---|---|
| 1. Yo <u>tonbe</u> <u>ri</u> lè l <u>tonbe</u> a. | - They started to laugh when she fell down. |
| 2. Li <u>pran</u> liv la nan bibliyotèk la. | - He took the book in the library. |
| 3. Lapli <u>fèk</u> <u>sot</u> <u>tonbe</u> . | - It was raining just now. |
| 4. Adriyen <u>konn</u> leson an pa kè. | - Adriyen knows his lesson by heart. |
| 5. Jozafa <u>fèk</u> <u>sot</u> nan jaden. | - Jozafa has just come back from the field. |
| 6. Mari <u>sot</u> lekòl a twazè. | - Mari came back from school at three. |

ANNOU PRATIKE



A. CD 2-32 – Koute byen. Which variant: *fèk* or *fenk*, *sot* or *sòt*, *apèn* or *apenn*?

Your instructor will read only one sentence in each of the following pairs of sentences. Listen carefully and indicate whether you hear the first sentence or the second one.

- | | |
|---|---|
| 1. Li <u>fèk</u> manje. | 1. Li <u>fenk</u> manje. |
| 2. Yo <u>apenn</u> soti. | 2. Yo <u>apèn</u> soti. |
| 3. Jaki <u>sot</u> travay. | 3. Jaki <u>sòt</u> travay. |
| 4. Nou <u>fenk</u> fin etidye. | 4. Nou <u>fèk</u> fin etidye. |
| 5. Mwen <u>sòt</u> lave rad yo. | 5. Mwen <u>sot</u> lave rad yo. |
| 6. Wòzlò <u>apèn</u> fini. | 6. Wòzlò <u>apenn</u> fini. |
| 7. Wozmari <u>sot</u> ekri yon lèt. | 7. Wozmari <u>sòt</u> ekri yon lèt. |
| 8. M <u>fèk</u> desann bakaloreya. | 8. M <u>fenk</u> desann bakaloreya. |
| 9. Yo <u>apenn</u> rantre la. | 9. Yo <u>apèn</u> rantre la. |
| 10. Nou <u>sot</u> manje yon bon diri ak pwa. | 10. Nou <u>sòt</u> manje yon bon diri ak pwa. |

B. VÈB ASPEKTYÈL OSWA VÈB PRENSIPAL? The following sentences contain **tonbe**, **pran**, **sot/sòt** and **konn**. Indicate whether they are used as aspectual verbs or main verbs. As in the examples provided below, draw two lines under these verbs when they are used as aspectual verbs and one line when they are used as main verbs.

Egzanp 1: Tidjo tonbe rele lè l pran nouvèl la.

Egzanp 2: Yo pran rad yo deja.

Egzanp 3: Adriyen tonbe kriye paske manje li tonbe atè.

- | | |
|--------------------------------------|--|
| 1. Nou fèk sot lavil. | 6. Misye tonbe danse lè l tande djaz la. |
| 2. Mari sòt lave rad yo. | 7. Nou fenk sot manje yon bon diri ak pwa. |
| 3. Wòzlò te konn dòmi ta. | 8. Bòn nan fèk netwaye kay la. |
| 4. Mari konn Pòtoprens byen. | 9. Elèv yo konn rantre bonè. |
| 5. Jidèks pa janm tonbe lè l ap jwe. | 10. Jaki sot nan travay bonè. |

C. Vèb aspektyèl: konn – Use the aspectual verb **konn** to say what you used to do when you were younger. You must say something opposite in meaning as in the examples below.

Egzanp 1: Kounye a, m leve bonè. Men, lontan, m... → **Repons:** te konn leve ta.

Egzanp 2: Kounye a, m pa kouri vit. Men, lontan, m... → **Repons:** te konn kouri vit.

1. Kounye a, mwen pa manje anpil. Men, lontan, m...
2. Kounye a, m renmen ak fi lèd. Men, lontan, m...
3. Kounye a, m pa travay chak jou. Men, lontan, m...
4. Kounye a, m pa kondwi vit. Men, lontan, m...
5. Kounye a, m pa dòmi souvan. Men, lontan, m...
6. Kounye a, m pa al lekòl. Men, lontan, m...

D. Vèb aspektyèl: *tonbe ak pran* – Chwazi ekspresyon ki pi lojik la pou konplete fraz sa yo ki anba a. Swiv egzanp lan.

*tonbe ekri – pran kouri – tonbe danse – pran pase – tonbe chante – tonbe ri –
pran tonbe – tonbe kriye – pran manje – tonbe dòmi – pran pale*

Egzanp: *Lè yo tande mizik la, yo _____.* **Repons:** *Lè yo tande mizik la, yo tonbe danse.*

1. Animatè a bay yon blog ki fè yo _____.
2. Elèv la nan pinisyon, li _____.
3. Lè nèg la wè li an reta, li _____.
4. Lè yo pote diri a, moun yo _____ tousuit.
5. Loray gwonde epi lapli _____ lè siklòn nan.
6. Kou Mari monte kabann nan, li _____.
7. Manman m _____ lè m reponn telefòn nan.
8. Lè mayestwo a bay siyal la, koral la _____.
9. Li _____ lè yo ba l plim nan.
10. Yo _____ kou rad yo fin lave.

E. Vèb aspektyèl: *fèk/fenk, sot/sòt, ak apèn/apenn* – Someone is asking a lot of questions. Use one of the aspectual verbs to answer each question in a positive way. Make sure you answer in a way to indicate that the action expressed by the main verb is recently completed..

Egzanp 1: *Èske Adriyen etidye deja?* _____ **Repons:** *Wi, li fèk sot etidye.*

Egzanp 2: *Èske elèv yo fin fè devwa a?* _____ **Repons:** *Wi, yo apenn fin fè l.*

1. Èske Wozlò manje deja?
2. Èske timoun yo dòmi deja?
3. Èske lapli fin tonbe?
4. Èske mekanisyen an ranje machin nan?
5. Èske elèv la efase tablo a?
6. Èske Mari ranje kabann nan?
7. Èske yo fè devwa yo deja?
8. Èske egzamen an koumanse?
9. Èske fi a lave rad yo?
10. Èske kouzin ou an jwenn yon travay?

III. The consonant /ng/ and /g/

- ✚ You already learned that the consonant **G /g/** is always pronounced like the **G** in *gear*, *single*, *guitar* or *tag*.
- ✚ When **G** appears right after **N** in final position in English words like *relaxing*, *testing*, or *feeling*, the **N** and the **G /ng/** make one single sound /ŋ/. The /ng/ /ŋ/ sound does occur often in Kreyòl. It appears only in a few Kreyòl words like *lang* and *kong* and in a few words that have been borrowed from English like *filing* (feeling) and *pingpong* (ping-pong).

ANNOU PRATIKE



- A. CD 2-33 – Listen and repeat the following words with the consonant sound NG.

NG, ng: beng, bing, bingbang, bong, bwenzeng, deng, dingdong, filing, gang, king, kong, lang, mang, peng, pingpong, zeng, zing, zong, zwing



- B. CD 2-34 – Yon ti dikte. Listen carefully and write down the entire sentences.

IV. Annou Koute

✚ Preparing for listening

You will use what you have learned to understand the following recording in which Jan describes city and country vacation activities.



CD 2-35 – Vakans lavil ak andeyò

- A. **Anvan ou koute.** You are planning your next summer vacation. You have two options: you have the choice of spending your summer in a big city like New-York or spending your summer in a small country town in the Midwest. Make two lists: one in which you list the kind of activities you would do in a big city and another one in which you list the kind of activities you would do in a small country town.

B. Pandan w ap koute. A man is talking about different activities he and his wife did during their last summer vacation in New-York as well as activities they are planning to do during their next summer vacation in Bloomington, a small town in the Midwest. Listen carefully to what he is saying about each situation.

1. Indicate what the couple did in each place by ticking at the appropriate space. The first two answers are provided as examples.

| | NEW-YORK | BLOOMINGTON |
|---------------------------------|----------|-------------|
| vizite sit istorik ak touristik | √ | |
| al peche pwason nan lak | | √ |
| Pran anpil plezi | | |
| banboche nèt ale | | |
| gade bèl peyizaj | | |
| gade yon pyès teyat | | |
| fè piknik epi detann | | |
| ale nan bal pou danse | | |
| jwe basketbòl | | |
| manje nan restoran | | |

2. Listen again to verify that you have ticked all details mentioned.

C. Lè ou fin koute. Answer the following questions in Kreyòl in groups of three or four students. Your answers must be based on what Jan said.

1. Ki sit istorik moun yo te vizite nan vil Nouyòk.
2. Ki mwayen transpò yo te itilize pou ale sou zile a?
3. Kisa yo te fè nan apremidi?
4. Ki kote yo te al danse bal la?
5. Kilè moun yo prevwa ale an vakans Boumingtonn?
6. Kisa yo va fè pou yo kab ale peche pwason.
7. Kisa madanm nèg la va fè kòm ativite nan Bloumington? Poukisa?
8. Kisa nèg la va fè nan inivèsite a?

Leson 2: Sou wout Jeremi!

- Language aim: **Talking about cars and road traffic**
- Vocabulary: **Ekpresyon ak mo pou pale de machin ak sikilasyon**
- Grammar and structures: **Modal verbs expressing ability, permission, obligation**
- Pronunciation and spelling: **The front vowel /u/ and the semivowel /w/ before /i/**
- Speaking: **Èske ou se yon bon chofè?**

I. N ap kondwi sou wout nasyonal la

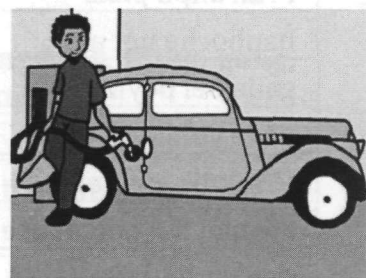
Se vakans, Sofya ak fanmi l ap kondwi prale Jeremi. Yo jwenn kèk pwoblèm sou wout la.



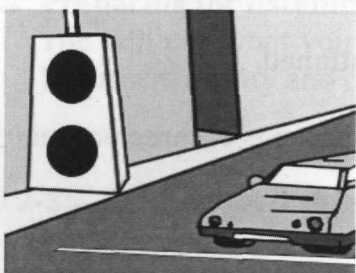
Yo pran yon kontravansyon.



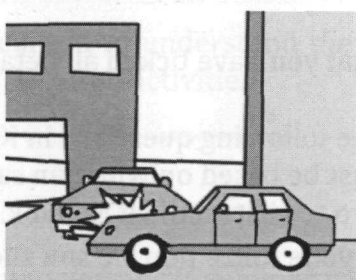
Yo pran pàn kawotchou.



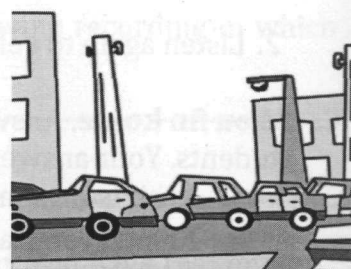
Y ap fè gas.



Yo kanpe pou limyè wouj.

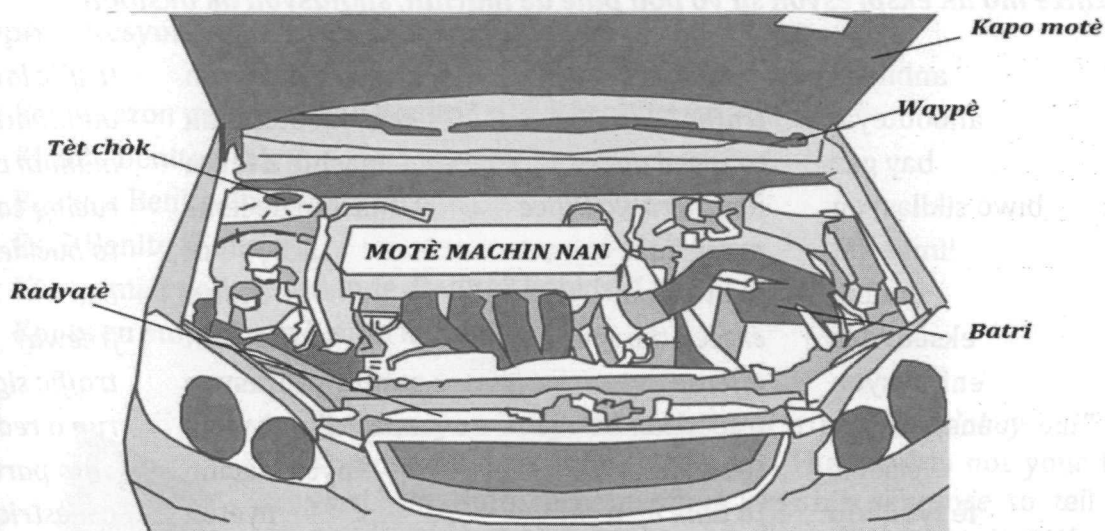


Yo fè aksidan

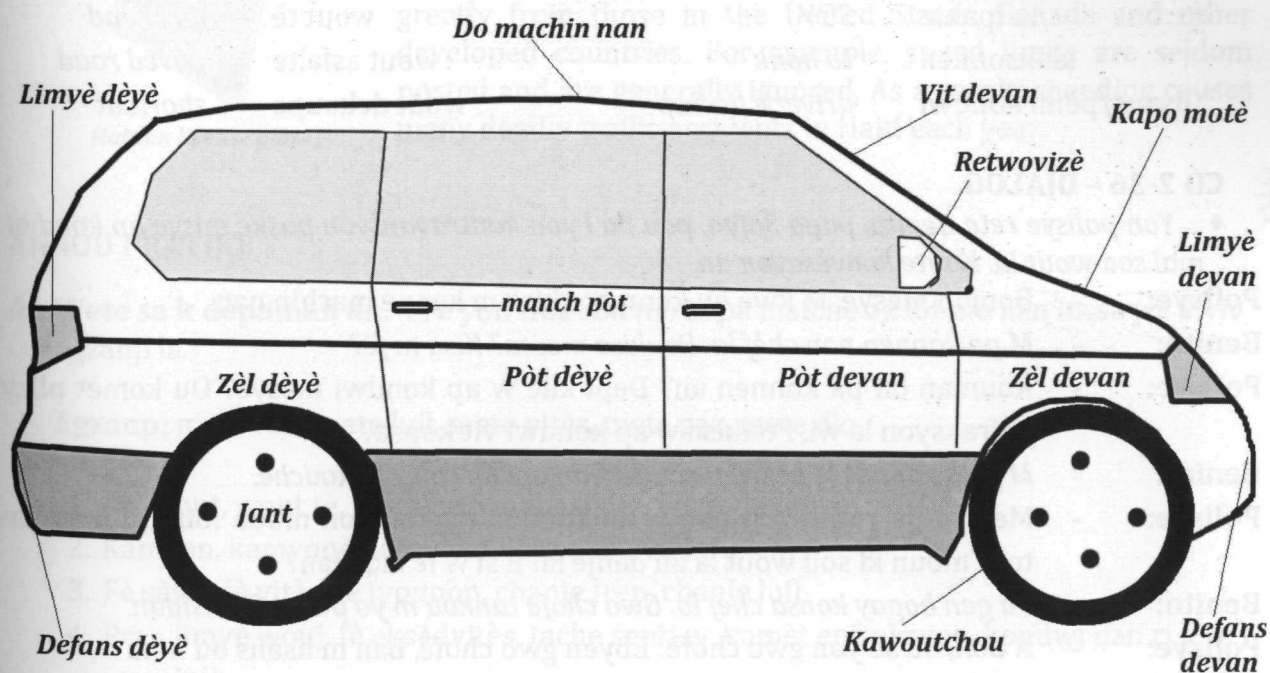


Yo pran nan blokis

✚ *Kapo machin nan leve. Annou gade ki pyès ki gen anba kapo a.*



✚ *Annou idantifye pati ki gen nan kò machin nan.*



✚ **Itilize mo ak ekspresyon sa yo pou pale de machin, sikilasyon ak aksidan**

| | | | |
|--------------------|------------------------|-------------------|-----------------|
| anbilans | ambulance | lwa sikilasyon | traffic laws |
| anbouteyaj | traffic | machin otomatik | automatic car |
| bay gaz | to speed up | machin a levye | manual car |
| biwo sikilasyon | Road Traffic Office | machin de kous | racing car |
| limyè vèt | green light | tache senti | to buckle belt |
| double | to overtake | otobis | bus |
| eksèdvitès | exceed the speed limit | otowout | freeway |
| enfraksyon | offense | pano siyalizasyon | traffic signs |
| enspeksyon | inspection | pase limyè wouj | run a red light |
| fè sèvis | to service a car | pyès machin | auto parts |
| fè tyounòp | to tune up a car | pyeton | pedestrians |
| fè vitès | to speed | ri a sansinik | one way street |
| fren a men | hand/parking break | senti sekirite | seat belt |
| kamyon | big truck | vitès limit | speed limit |
| kamyonèt | small truck | vwati | car |
| katpakat | SUV | wout tè | dirt road |
| klaksonnen | to honk | wout asfalte | paved road |
| lisans/pèmi kondwi | driver's license | wout dekoupe | shortcut |



CD 2-36 - DJALÒG

- Yon polisye rete Benito, papa Sofya, pou ba l yon kontravansyon paske misye ap kondwi mal sou wout la. Koute konvèsasyon an.

- Polisye:** - Bonjou mesye. M kwè ou konn poukisa m kanpe machin nan.
- Benito:** - M pa konnen non chèf la. Poukisa menm? Kisa m fè?
- Polisye:** - Kouman ou pa konnen an? Depi kilè w ap kondwi mesye? Ou komèt plizyè enfraksyon la wi. Poukisa w ap kondwi vit konsa?
- Benito:** - M prese anpil! M bezwen rive Jeremi anvan solèy la kouche.
- Polisye:** - Men se pa yon rezon pou w ap kondwi tankou yon moun fou. Ou mete lavi tout moun ki sou wout la an danje la! E si w fè aksidan?
- Benito:** - Pa gen bagay konsa chèf la. Gwo chofè tankou m yo pa ka fè aksidan.
- Polisye:** - A bon, ou se yon gwo chofè! Ebyen gwo chofè, ban m lisans ou non.
- Benito:** - Men lisans lan. Kounye a, ou kab di m poukisa ou mande m lisans lan?
- Polisye:** - M mande w lisans lan paske ou komèt plizyè enfraksyon. Ou pral peye twa kontravansyon. Premye a se pou eksèdvitès. Dezyèm nan pou limyè wouj ou pran an. Twazyèm nan menm se paske w ap double lòt machin mal sou wout la. Si m kenbe w ap fè dezòd konsa ankò, se nan prizon ou prale.

ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Pouki rezon polisye a rete Benito?
2. Ki kote Benito prale ?
3. Poukisa Benito ap kondwi vit?
4. Èske Benito fè aksidan?
5. Ki dokiman polisye a mande Benito? Poukisa?
6. Konbyen enfraksyon Benito komèt?



Haitian license plate

Enfòmasyon sosyokiltirèl: “*Lari a pa lakou lakay ou!*” This Kreyòl sentence literally means: “The road is not your back yard.” In Haiti, people often use this sentence to tell bad drivers that they must respect the traffic laws since they do not own the roads. While Haitian law requires that everybody passes both a written and a practical driving test to qualify for a driver’s license, many Haitian drivers do not respect traffic laws. The traffic system and road conditions in Haiti differ greatly from those in the United States, Canada and other developed countries. For example, speed limits are seldom posted and are generally ignored. As a result, speeding causes many deadly traffic accidents in Haiti each year.

ANNOU PRATIKE

A. Wete sa k depaman an. – Fè yon tras sou mo ki pa matche ak lòt mo nan lis sa yo. Swiv egzanp la.

Egzanp: mete van, mete luil, ~~mete vitès~~, mete gaz, mete dlo

1. Otowout, wout tè, woulibè, wout asfalte, wout dekoupe,
2. Kamyon, kamyonèt, otowout, katpakat, vwati
3. Fè sèvis, fè vitès, fè tyounòp, chanje fren, chanje luil
4. Pran limyè wouj, fè eksèdvitès, tache senti w, komèt enfraksyon, kondwi nan ri a sansinik
5. Pyès machin, levye, fren, klaksonnen, volan,
6. Machin otomatik, machin a koud, machin a levye, machin de kous, machin de pòt

B. Machin ak sikilasyon – Sèvi ak youn nan mo oswa ekspresyon ki anba yo pou konplete fraz sa yo. Se pou ou itilize chak mo oswa ekspresyon yon sèl fwa.

pyès machin – machin de kous – fren – ba l gaz – enfraksyon – akseleratè – limyè wouj – woule dousman – wout tè – pano siyalizasyon – chanje vitès

1. Chofè a pran yon kontravansyon paske l komèt yon _____.
2. Papa m bliye kanpe; li pran _____ la.
3. Mwen prese. Fòk mwen double machin sa a k ap _____ an.
4. Gen yon _____ ki entèdi machin pakin nan zòn nan.
5. Machin otomatik yo ka _____ pou kont li.
6. Bouji, radiatè, altènate, kabiratè, ak piston se _____ yo ye.
7. Yon chemen ki pa asfalte se yon _____ li ye.
8. Si ou vle machin nan rete se pou peze _____ an.
9. Machin nan p ap kouri vit si ou pa _____.
10. Si ou ta vle fè vitès pou double tout machin, se yon _____ pou ou achte.

C. Respekte lwa sikilasyon yo! – Ou se yon bon chofè ki respekte lwa sikilasyon yo. Chwazi youn nan de fraz anba yo pou w kab di sa ou ta prefere fè nan chak sitiyasyon sa yo. Ekri yon fraz konplè menm jan ak egzanp lan.

Egzanp: Fè eksèd vitès. / Woule dapre vitès limit la.

Repons: Mwen ta prefere woule dapre vitès limit la.

1. Double machin san gade. / Gade byen avan w double.
2. Pran limyè wouj. / Kanpe pou limyè wouj.
3. Fè vitès nan mitan vil la. / Woule dousman nan vil la.
4. Tache senti w lè ou ap kondwi. / Detache senti w lè ou ap kondwi.
5. Klaksonnen nan zòn lopital la. / Evite fè bri nan zòn lopital la.
6. Evite double nan tinèl ak sou pon. / Double nan tinèl ak sou pon.
7. Fè sèvis ak tyounòp regilyèman. / Fè sèvis ak tyounòp lè w sonje.
8. Woule ak machin san limyè. / limen limyè machin nan awès ak nan bwouya.
9. Kanpe pou pyeton. / Klaksonnen pyeton yo.
10. Fè enspeksyon chak ane. / Komèt enfraksyon chak semenn.

D. Machin ak sikilasyon – Marye de eleman ki matche ansanm yo pou ou di kisa pyès machin ak moun sa yo itil.

Egzanp: 1. Polisye → **Repons:** i. Li konn bay kontravansyon

Kolòn I

1. polisye
2. fren
3. mekanisyen
4. senti sekirite
5. lisans
6. gaz
7. Limyè wouj
8. klaksòn
9. fren a men
10. pyeton

Kolòn II

- a) Li konn ranje machin
- b) Se pou toujou tache yo lè w ap kondwi.
- c) Se pou ou toujou mete sa nan tank machin ou.
- d) Ou dwe kanpe pou li; Ou pa gen dwa pran l.
- e) Ou pa gen dwa sonnen yo nan zòn lopital.
- f) Se pou ou toujou rale li lè ou pakin machin ou.
- g) Se moun k ap mache a pye nan lari a.
- h) Itilize yo si ou vle ralanti oswa kanpe machin ou.
- i) Li konn bay kontravansyon**
- j) Se dokiman ofisyèl ki fè ou gen dwa kondwi.
- k) Se pou ou toujou gade lè w ap double.

E. Ann fè yon ti konvèsasyon! – Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou gen lisans pou kondwi?
2. Ki kalite machin ou genyen oswa ou ta renmen genyen?
3. Konbyen machin ki gen lakay ou ? Ki mak yo ?
4. Èske ou renmen kondwi? Poukisa?
5. Dapre ou menm, ki mak machin ki pi bèl?
6. Èske ou fè aksidan deja?
7. Èske machin pran pàn avèk ou deja? Ki pàn?
8. Konbyen kontravansyon ou pran deja? Poukisa?

II. Modal verbs expressing ability, permission, obligation or necessity

✚ **What is a modal verb?** – Similar to an aspectual verb, a modal verb is a type of auxiliary verb. It modifies the action expressed by a main verb. Like in English, modal verbs are generally used to express necessity and ability. They are also used to make requests and give permission.

✚ **Modal verb: *ka/kab/kapab*** – You have already learned that the modal verb *ka/kab/kapab* is used to express uncertain future actions or events. You also learned that this modal verb indicates ability as well. It can indeed be used to show that someone is able to do something. The modal verb *ka/kab/kapab* is also used to express possibility, to make requests, to ask for and give permission. Consider the following examples.

- | | |
|---|--|
| 1. Jan bliye liv li; li ka tounen. (<i>possibility</i>) | <i>John forgot his book; he might come back.</i> |
| 2. Lapli ka tonbe demen. (<i>uncertain future</i>) | <i>It might rain tomorrow.</i> |
| 3. Li kab kondwi machin nan. (<i>ability</i>) | <i>He can drive the car.</i> |
| 4. Èske m ka sèvi ak plim ou an? (<i>request</i>) | <i>Can I use your pen?</i> |
| 5. Wi ou ka sèvi avè l. (<i>giving permission</i>) | <i>Yes, you can use it.</i> |

✚ **Modal verb: *mèt* and *gen dwa*** – Like *ka/kab/kapab*, the modal verbs *mèt* and *gen dwa* are used to make requests, ask for and give permission. Note that in contrast with *ka/kab/kapab*, the modal verbs *mèt* and *gen dwa* do not express ability.

- | | |
|------------------------------------|---|
| 1. Èske m gen dwa vire agoch la a? | - <i>Do I have the right to turn left here?</i> |
| 2. Ou pa gen dwa fè sa a. | - <i>You don't have the right to do that.</i> |
| 3. Èske elèv yo mèt chita? | - <i>May the students sit down?</i> |
| 4. Wi, yo mèt chita. | - <i>Yes, they may sit down.</i> |

✚ **Modal verb: *dwe*** – You have already learned how to express strong obligation by using the verbal expressions *fòk/fò* and *se pou* which mean (*to have to*, or *must*). The modal verb *dwe* is also used to express probability, obligation or necessity. Note that in contrast with *fòk/fò* and *se pou*, the modal verb *dwe* always follows its subject.

- | | |
|-------------------------------------|---|
| 1. Valiz Adriyen la, li dwe la tou. | - <i>Adriyen's bag is here ; he must be here too.</i> |
| 2. Tout chofè dwe tache senti yo. | - <i>All drivers must buckle their seat belt.</i> |
| 3. Ou dwe kanpe pou limyè wouj. | - <i>You must stop at red lights.</i> |
| 4. Polisye pa dwe fè abi pouvwa. | - <i>Police officers must not abuse their power.</i> |

ANNOU PRATIKE

- A. Vèb modal: *ka/kab/kapab*** – The modal verb *ka/kab/kapab* is used in the following five ways: to express uncertain future; to show ability; to ask for and to give permission; to make requests; and to express possibility. Look at the way *ka/kab/kapab* is used in the following sentences and decide in which of the above ways (1- 5) it is being used. Follow the example below.

Example: Nèg sa a gen lontan l ap jwe loto; li ka genyen yon jou. (*Uncertain future*)

1. Mekanisye an kapab repare machin nan.
2. Èske m ka al nan sinema avè w?
3. Nou ka ale nan bal pita si Dye vle.
4. Èske ou kab bese volim radyo a souple?
5. Men wi monchè, ou ka al nan sinema avè m.
6. Jak soti lontan; li ka tounen talè konsa.

- B. Di sa ou gen dwa fè ak sa ou pa gen dwa fè.** – Sèvi ak youn nan de vèb modal sa yo (*ka/kab/kapab, gen dwa*) pou di sa ou gen dwa fè ak sa ou pa gen dwa fè dapre lwa sikilasyon yo. Ekri yon fraz konplè menm jan ak egzanp sa yo.

Egzanp 1: Ale sou limyè vèt. → **Repons:** *Mwen gen dwa /ka ale sou limyè vèt.*

Egzanp 2: Fè eksèd vitès. → **Repons:** *Mwen pa gen dwa /ka fè eksèd vitès.*

- | | |
|---------------------------------|---|
| 1. Woule dapre vitès limit la. | 6. Fè vitès nan mitan vil la. |
| 2. Double nan tinèl ak sou pon. | 7. Detache senti w lè ou p ap kondwi. |
| 3. Pakin nan lakou lakay ou. | 8. Pakin nan mitan lari a. |
| 4. Boule limyè wouj. | 9. Mande eksplikasyon lè ou pran kontravansyon. |
| 5. Klaksonnen yon lòt machin. | 10. Double machin san gade. |

- C. Say what you may do and what you must do.** – Imagine that you are teaching someone how to drive. Use (*mèt* or *dwe*) to tell her/him what she/he may do and what she/he must do according to the traffic laws. Write a complete sentence as in the following examples.

Example 1: Rete pou limyè wouj. → **Repons:** *Ou dwe rete pou limyè wouj.*

Example 2: Detache senti w lè w rive. → **Repons:** *Ou mèt detache senti w lè w rive.*

- | | |
|---------------------------------------|--------------------------------------|
| 1. Lave machin ou regilyèman. | 6. Kanpe pou pyeton. |
| 2. Limen limyè machin nan aswè. | 7. Fè enspeksyon machin ou chak ane. |
| 3. Gare machin nan devan lakay ou. | 8. Tache senti w lè ou ap kondwi. |
| 4. Woule dousman nan vil la. | 9. Ale sou limyè vèt. |
| 5. Detache senti w lè ou p ap kondwi. | 10. Fè atansyon lè ou ap double. |

D. Vèb modal yo – Chwazi youn nan de vèb modal sa yo pou konplete fraz sa yo. Se pou ou chwazi vèb modal ki pi lojik la menm jan ak egzanp lan.

Egzanp: Mwen pa **mèt/gen dwa** fè eksèdviès.

Repons: Mwen pa gen dwa fè eksèdviès.

1. Menm lè li te timoun, li te **mèt / kapab** jwe baskètbòl byen.
2. Machin Wozlò a la, donk li ta **ka/dwe** la tou.
3. Adriyen twò piti; li pa **mèt/gen dwa** kondwi machin.
4. Tout chofè **dwe/ mèt** gen pèmi kondwi.
5. Mari pa **gen dwa / ka** kondwi san lisans.
6. Èske ou **kab / gen dwa** prete m liv ou a?

III. The front vowel /u/ and the semivowel /w/ before /i/

- ✚ You have already learned that the front vowel /u/ can be combined with the vowel /i/ in words like **zegui** and **luil**. In these words, the /ui/ is considered as one semivowel sound. Note that the semivowel /w/ often substitutes for /u/ before /i/ in words like **zegui/zegwi**; **luil/lwil**; and **kui/kwi**. In this context, Haitian speakers use the semivowel /w/ and the front vowel /u/ interchangeably.

ANNOU PRATIKE



A. CD 2-37 – Listen and repeat the following pairs of word.

| | | | |
|---------|---------------|---------|---------------|
| kui | calabash bowl | kwi | calabash bowl |
| kuit | to cook | kwit | to cook |
| kuizin | kitchen | kwizin | kitchen |
| lannuit | night | lannwit | night |
| luil | oil | lwil | oil |
| uit | eight | wit | eight |
| zegui | needle | zegwi | needle |
| zuit | oyster | zwit | oyster |



B. CD 2-38 – **Yon ti dikte.** Listen carefully and write down the entire sentences.

IV. Annou Pale

✦ Preparing for speaking - *Èske ou se yon bon chofè?*

In this activity, you will use what you have learned to interview a classmate about about his/her driving. You will try to find out whether your partner is a good or a bad driver. To do so, you'll ask him/her five questions.

- A. Anvan ou pale.** Think about the kind of questions you will ask your partner. Write down at least five pertinent questions along with expected answers that can help you determine his/her driving style. Do not just ask him/her: "*Èske ou se yon bon chofè?*" This is not a good question because everybody tends to believe they are good drivers. Act like a detective. Ask questions and predict the answers. Below are examples of good questions to ask your partner. Use the first three questions and responses as models to create your own questions and answers.

EXAMPLES OF GOOD QUESTIONS

1. Gen bwouya sou wout la.
2. Ou deside vire adwat.
3. Gen yon pyeton k ap janbe lari a.
4. ...?
5. ...?
6. ...?
7. ...?
8. ...?

EXPECTED CORRECT ANSWERS

1. Se pou ou limen limyè yo epi ralanti.
2. Ou dwe met siyal ou avan ou vire.
3. Ou dwe kanpe machin nan tann li janbe.
4. ...?
5. ...?
6. ...?
7. ...?
8. ...?

- B. Pandan w ap pale.** Now that you have all your questions ready, you may interview your partner. Remember to take note like a real detective because you will need to analyze the responses to determine whether your partner is a good or a bad driver.
- C. Lè ou fin pale.** After interviewing your partner, take some time to review his/her responses so you can decide whether he/she is a good or a bad driver. Then, be ready to tell the class what you think about your partner's driving abilities.

Leson 3 : Ann amize nou!

- Language aim: **Talking about hobbies**
- Vocabulary: **Ekpresyon ak mo pou pale de jwèt**
- Grammar and structures: **Verbal expressions kite and annou**
- Pronunciation and spelling: **The consonants /j/ and /y/ after /d/**
- Writing: **Ki pastan ki pi bon?**

I. Kijan Ayisyen amize yo?

| | | |
|--|--|---|
| <p><i>Jwe mizik.</i> <i>Li jwe pyano.</i></p>  | <p><i>L ap gade yon fim.</i></p>  <p><i>Moun lavil gade televizyon.</i></p> |  <p><i>Moun lavil koute radyo.</i></p> |
| <p><i>Moun andeyò al nan gagè.</i></p>  | <p><i>Yo al danse nan bal.</i></p>  | <p><i>Yo bay lodyans ak blag.</i></p>  |

✚ **Use these expressions when talking about hobbies**

| Jwèt granmoun | | Jwèt timoun | |
|----------------------|-----------------------|--------------------|-----------------------|
| al lachas | to go hunting | al keyi mango | to pick mangoes |
| al nan bal | to go to a ball | al naje nan rivyè | to swim in the river |
| al nan gagè | to go cock fighting | fè lago kache | to play hide-and-seek |
| bay lodyans | to tell fun stories | jwe mab | to play marbles |
| bay blag | to tell jokes | jwe marèl | to play hopscotch |
| fè nouvèl | to listen to the news | monte kap/sèvolan | to fly kites |
| gade foubòl | to watch soccer games | sote kòd | to jump rope |
| jwe kat | to play cards | tire kont | to tell folktales |

CD 2-39 - DJALÒG



- *Wozlò ak Filip ap pale de sa yo pral fè pou amize yo pandan de semenn vakans yo genyen nan mwa desanm nan. Koute konvèsasyon an byen.*

- Wozlò:** - Filip, gen lontan nou pa janm fè anyen pou amize nou. M raz nan kay la. Kisa n ap fè pandan vakans Nwèl la?
- Filip:** - Gen plizyè bagay nou kab fè. Ou gendwa al kay zanmi fi w yo pou al bay lodyans. Mwen menm, m pral lachas ak zanmi m yo.
- Wozlò:** - Filip, pa enève m non ! Genlè se pa de moun marye nou ye ankò! Kouman pou ou ta fè konprann pou chak moun al pran plezi bò pa yo a. Se pou nou chwazi pwogram pou n fè an koup.
- Filip:** - Ou pa bezwen fache cheri. Nou gen dwa al pase yon semenn llavach. M tande yo bati yon bèl otèl sou zile a.
- Wozlò:** - Kounye a, m tande w ap pale! Ki aktivite enteresan nou kab fè lòt bò a. Èske gen bèl anbyans nan otèl la?
- Filip:** - Men wi machè! Leswa, toujou gen didje k ap pase mizik pou fè moun danse. Lajounen menm, gen twoubadou k ap jwe sou plaj la. Epi tou, nou gen dwa al mache sou zile a pou gade peyizaj yo.
- Wozlò:** - Èske gen anpil fwi llavach? Gen lontan m pa bwè yon bon kokoye ole epi tou m anvi manje kèk bèl mango fransik.
- Filip:** - Kisa w ap mande m la Wòzlò? Ou genlè bliye llavach se yon il twopikal li ye. Chaje fwi machè. Kokoye menm se pa pale!
- Wozlò:** - Bon! M pral pran plezi m nèt. Filip sa w ap tann? Al fè rezèvasyon yo non! M te dwe wè m llavach lontan la.

❖ **ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA**➤ **Reponn kesyon yo an Kreyòl dapre djalòg la.**

1. Èske Wozlò ak Filip amize yo souvan?
2. Kisa yo pral fè pou amize yo pandan vakans Nwèl la?
3. Kijan yo rele kote yo prale a?
4. Kisa k genyen pou fè kote yo prale a?
5. Kisa y ap fè nan aswè?
6. Kisa y ap fè pandan jounen?

- ❖ **Enfòmasyon kiltirèl:** Like in most countries, hobbies and recreational activities vary according to many factors such as age, gender, family income and of course personal taste. Generally, Haitian children play hide-and-seek (*lago kache*), hopscotch, round dances (*fè wonn*), marbles, soccer and basket-ball. For adults, they often say that a hobby is a luxury they cannot afford when asked about their favorite hobby. While the average Haitian woman rarely enjoys recreational activities, Haitian men have fun. Soccer is the national sport in Haiti. Most Haitian men play and watch soccer games on a regular basis. Haitians are basically addicted to the Soccer World Cup Competition. In addition to soccer, Haitian men often play social games like dominoes and cards. In rural areas cock-fighting is also very popular.

ANNOU PRATIKE

- A. Ki aktivite ou konn fè pi souvan pou amize w?** Chwazi aktivite ou konn fè pi souvan an pou amize w. Swiv egzanp lan.

Egzanp: *Mwen konn jwe baskètbòl pi souvan.*

1. Mwen konn jwe foutbòl/jwe baskètbòl/jwe tenis.
2. Mwen konn gade televizyon/koute radyo/ gade foutbòl.
3. Mwen konn koute mizik / jwe enstriman mizik/chante nan koral.
4. Mwen konn al nan bal/al sou plaj/ al nan sinema.
5. Mwen konn al lachas / al peche/ li yon liv.
6. Mwen konn jwe kat/jwe domino / al nan gagè.
7. Mwen konn bay lodyans/ bay blog/tire kont.
8. Mwen konn fè espò/ gade foutbòl /fè nouvèl.

B. Poukisa ou fè aktivite sa yo. Marye kolòn I ak II pou fòme yon fraz lojik ak de pati ou chwazi yo. Swiv egzanp lan.

Egzanp: 1. louvri televizyon → **Repons:** h. pou gade nouvèl

Fraz lojik: *Mwen louvri televizyon pou gade fim.*

1. louvri televizyon

2. louvri radyo

3. al nan gagè

4. tann gen van

5. al nan bal

6. al nan sinema a

7. bay lodyans ak blag

8. al nan larivyè

9. al nan match

10. al nan lanmè

a) pou gade fim

b) pou gade foutbòl

c) pou peche pwason

d) pou naje

e) pou bat kòk

f) pou danse

g) pou gade nouvèl

h) pou kab ri

i) pou tande mizik

j) pou monte kap

C. Jwèt timoun oswa jwèt granmoun? Di ki aktivite granmoun fè ak aktivite timoun fè pou amize yo. Se pou ou ekri yon fraz konplè menm jan ak egzanp lan.

Egzanp: al nan gagè/al benyen nan rivyè

Repons: *Pou amize yo, granmoun al nan gagè, timoun al benyen nan rivyè.*

1. gade foutbòl / fè lago kache

2. jwe marèl / al nan bal

3. al nan sinema / jwe mab

4. gade televizyon / fè nouvèl

5. sote kòd / bay lodyans

6. monte sèvolan / jwe kat

7. li jounal / al naje nan rivyè

8. al keyi mango / jwe pokè

9. li yon liv / monte bekàn

10. Fè wonn / jwe mizik nan djaz

D. Ann fè yon ti konvèsasyon! – Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou renmen amize w?

2. Ki kalite aktivite ou konn fè lè w ap pran plezi w?

3. Ki aktivite papa w ak manman w renmen fè pou amize yo?

4. Ki aktivite ou pi renmen: lapèch oswa lachas? Poukisa?

5. Èske aktivite ou fè kounye a menm ak sa ou te konn fè lontan? Poukisa?

6. Dapre ou menm, ki aktivite pi fò Ayisyen renmen fè pou amize yo?

II. Verbal expressions *kite* and *annou*

✚ Verbal expressions *kite* and *annou* do not behave the same way as modal verbs as they do not help any modal verb. Thus they are not auxiliary verbs.

✚ **The verbal expression *kite*** – The verbal expression *kite*, equivalent to the English expression “let” or “leave”, is used to request permission, make suggestions, volunteer to do something, and occasionally to even threaten someone. Note that *kite* always precedes its subject the same way as the verbal expressions *fòk*, *se pou* and *pinga*. Consider the following examples.

- | | |
|---|---|
| 1. Kite m kite fanm nan. | - Let me leave the woman. |
| 2. Papa! Kite m al nan bal la non souple! | - Father! Let me go to the ball please! |
| 3. Kite m anpè! | - Leave me alone! |
| 4. M prese. Kite m ale! | - I'm in a hurry. Let me go! |
| 5. Kite timoun nan al lekòl! | - Let the child go to school. |
| 6. Kite m pase chemiz lan pou ou. | - Let me iron the shirt for you. |
| 7. Kite m eksplike sa k pase a. | - Let me explain what happened. |
| 8. Kite m di w yon bagay. | - Let me tell you something. |
| 9. Pa kite m kenbe w isit la ankò! | - Don't let me catch you here again! |
| 10. Adriyen kite lekòl la. | - Adriyen left the school. |
| 11. Yo kite kòb la sou tab la. | - They left the money on the table. |

✚ **The verbal expression *annou*** – The expression *annou* (long form) or *ann* (short form) is generally translated into English as “let us/ let's”. It precedes the verb and is used without a subject. Consider the following examples.

- | | |
|-------------------------|----------------------|
| 1. Annou travay pi vit. | - Let's work faster. |
| 2. Ann al lekòl. | - Let's go to school |

ANNOU PRATIKE

A. **Ekspresyon vèbal: kite** – Look at the way **kite** is used in the following sentences and say how it is being used. Follow the example below.

Example: Kite m lave rad yo pou ou. (*volunteer to do something*)

1. Pa janm kite m wè figi w nan kay.
2. Kite madanm nan an repo!
3. Kite nou al avèk ou tanpri!
4. M grangou. Kite m al manje.
5. Kite mekanisyen an ranje machin nan pou ou.
6. Kite m di w kouman bagay la te pase.

B. **Kite oswa Annou?** – Sèvi ak **kite** oswa **annou** pou konplete fraz sa yo.

1. _____ m pran plezi m.
2. _____ ale nan sinema pita.
3. _____ li fè travay yo pou ou.
4. _____ nou soti aswè a souple!
5. _____ tache senti nou pou n pa pran kontravansyon.
6. _____ limen limyè machin nan.
7. _____ m ralanti pou m pa fè aksidan.
8. Pa _____ m tande ou manyen machin sèlman!
9. _____ gare machin nan nan lakou a.
10. _____ fè devwa yo pi rapid tande!

III. The consonants /j/ and /y/ after /d/

- ⚡ You have already learned that the consonant sound /j/ is not pronounced like in the English words **June**. You also learned that /y/ is a semivowel sound found in words like **radyo, kay, yo, ye, manyen** etc.
- ⚡ The consonant /j/ often substitutes for the semivowel /y/ after /d/ in words like **dyòl/djòl; dyalòg/djalòg; and dyab/djab**. In this context, Haitian speakers use the semivowel /y/ and the consonant /j/ interchangeably.

ANNOU PRATIKE**A. CD 2-40** – Listen and repeat the following pairs of words.

| | | | |
|-----------|-----------------------|----------|-----------------------|
| andyable | <i>furious</i> | andjable | <i>furious</i> |
| dyab | <i>devil</i> | djab | <i>devil</i> |
| dyabolik | <i>evil</i> | djabolik | <i>evil</i> |
| dyagonal | <i>diagonal</i> | djagonal | <i>diagona</i> |
| dyare | <i>diarrhea</i> | djare | <i>diarrhea</i> |
| dyondyonn | <i>black mushroom</i> | djondjon | <i>black mushroom</i> |
| dyòl | <i>mouth</i> | djòl | <i>mouth</i> |
| dyòlè | <i>bragger</i> | djòlè | <i>bragger</i> |

B. CD 2-41 – *Yon ti dikte*. Listen carefully and write down the entire sentences.**IV. Annou ekri****✦ Ki pastan ki pi bon?**

You will use what you have learned in class to give your opinion about hobbies or recreational activities.

A. Anvan ou ekri. Think about all the leisure activities you like and dislike. Make two lists and include the reasons why you like or dislike the activities mentioned.

B. Ann ekri. Write a (minimum of 20 sentences) well-organized composition to give your opinion about leisure activities. Imagine that you have teenage children and you are giving them advice about the best activities. In your composition, you must try to convince your children with good arguments. Here is a list of questions to help you write your composition.

- K.** What activities you and your family usually do?
- L.** For how long you have been doing these activities?
- M.** What are your personal favorite hobbies? Why?
- N.** Do you think the activities you do are the best? Why or why not?
- O.** Do you think leisure activities should be done just for fun?
- P.** Do you think sports are the best leisure activities? Why?

- C. **Lè ou fin ekri.** Re-read your composition. Is there something else you want to add or remove? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Leson 4 : Nou pral nan fèt chanpèt!

- Language aim: **Talking about festivals for various patron saints**
- Vocabulary: **Ekpresyon ak mo pou pale de fèt chanpèt**
- Grammar and structures: **Aspectual and modal verbs versus main verbs**
- Pronunciation and spelling: **The letter /h/**
- Reading and listening: **Nòtredam nan Tigwav**

I. Fèt patwonal nan peyi Dayiti



Katedral Nòtredam nan vil Okap

Nan peyi Dayiti, chak vil genyen yon sen katolik kòm patwon ke yo fete chak ane. Fèt yo òganize pou sen katolik sa yo rele fèt patwonal. Lè se yon fèt patwonal ki fèt andeyò, moun yo rele l fèt chanpèt. Gen kèk nan fèt patwonal sa yo ki popilè anpil. Ayisyen soti tout kote nan peyi a pou vin patisipe nan fèt sa yo. Menm Ayisyen k ap viv nan Dyaspora a toujou vin amize yo nan fèt patwonal yo. Pandan fèt patwonal yo, moun yo banboche anpil. Yo al nan kèmès ak nan bal pou danse Konpa ak lòt kalite mizik. Yo òganize bèl aktivite bò rivyè ak sou plaj yo. Yo bwè anpil tafya tankou wonm ak byè. Men gen kèk moun ki ale nan legliz katolik pou al priye sen patwon yo. Pami sa k pi popilè nan fèt patwonal yo, gen fèt Nòtredam yo fete kenz out nan vil Okap, Okay, ak Tigwav; gen fèt Sen Jak yo fete premye me nan vil Jakmèl; gen fèt Imakile Konsepsyon yo fete uit desanm nan vil Ench; epi gen fèt Sentantwan yo fete trèz jen nan vil Jeremi.

❖ *Kèk mo nouvo ak ekspresyon pou ede n konprann tèks la ak djalòg la ki anba a*

| | | | |
|--------------------|----------------------------------|------------|---------------------------|
| solda ameriken | <i>American soldiers</i> | moniman | <i>monument</i> |
| dabò | <i>first</i> | Nòtredam | <i>Our Lady</i> |
| Kat chemen | <i>name of a crossroads</i> | pami | <i>among</i> |
| katedral | <i>cathedral</i> | patisipe | <i>to take part in</i> |
| katolik | <i>catholic</i> | patriyòt | <i>patriots</i> |
| Konpa | <i>popular Haitian music</i> | pèdi lavi | <i>lose one's life</i> |
| Imakile Konsepsyon | <i>Immaculate Conception</i> | plas dam | <i>place of arms</i> |
| kèmès | <i>afternoon dance</i> | Sakrekè | <i>Sacred Heart</i> |
| fèt chanpèt | <i>country festival</i> | Sentantwàn | <i>Saint Antoine</i> |
| fèt patwonal | <i>festival of patron saints</i> | tafya | <i>alcoholic beverage</i> |
| gide | <i>to guide</i> | tabli kò | <i>located</i> |
| lapriyè | <i>to pray</i> | toupatou | <i>everywhere</i> |
| Laravin | <i>name of a river</i> | zam | <i>guns, weapons</i> |



CD 2-42 - DJALÒG

Wozlò ap vizite Okay, yon vil ki tabli kò l nan depatman sid peyi Dayiti. Wozlò fè konesans ak Maksorèl, yon nèg k ap viv nan vil Okay. Koute konvèsasyon an.

- Maksorèl:** - Bonjou ti dam! M wè ou ap gade toupatou. Ou genlè pa moun zòn nan non. Kisa w bezwen? M kab ede w?
- Wozlò:** - Men wi! M se moun Petyonvil. Mwen vin nan fèt Jele men se premye fwa m ap vizite vil Okay. M ta renmen vizite vil la avan m al sou plaj la.
- Maksorèl:** - Pa gen pwoblèm! M konn vil la byen. Si w vle m kab gide w.
- Wozlò:** - Oke! Mèsi anpil. Mwen rele Wozlò. E ou menm? Kijan ou rele?
- Maksorèl:** - Mwen rele Maksorèl. Kite m di w sa nou pral vizite. Dabò, m ap mennen w wè de pi gwo legliz katolik ki gen nan vil la.
- Wozlò:** - M byen kontan! Se katolik mwen ye wi. M ap tou fè yon ti lapriyè.
- Maksorèl:** - Oke. Pandan n ap vizite legliz Sakreke ak katedral la, ou ap tou wè mache a ak plas dam nan. Apre sa, nou pral sou plaj Jele a.
- Wozlò:** - Èske n ap pase Kat chemen pou n al Jele?
- Maksorèl:** - Men wi! Apre Kat chemen, n ap janbe pon Laravin. Kou nou fin janbe pon an, w ap wè yon moniman istorik nan Kafou Machatè a.
- Wozlò:** - Kisa k te pase nan Kafou Machatè a?
- Maksorèl:** - Dapre listwa, moun Okay te toujou kont lokipasyon ameriken jiyè 1915 lan. Nan lane 1929, yon gwoup moun Okay ki te revòlte t ap manifeste nan Kafou Machatè. Se nan kafou sa a, anpil patriyòt Ayisyen te pèdi lavi yo anba kout zam solda ameriken.
- Wozlò:** - O ! ou konn anpil bagay wi Maksorèl. Felisitasyon monchè !

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Kisa k fè Maksorèl al pale ak Wozlò?
2. Kisa Wòzlò vle fè avan l al sou plaj la?
3. Kisa Maksorèl ap mennen Wozlò vizite an premye?
4. Èske Wozlò dakò pou l vizite bagay sa yo? Poukisa?
5. Kisa Wozlò ap pwofite fè pandan l ap vizite bagay sa yo?
6. Kisa Maksorèl ak Wozlò ap fè pandan yo sou wout Jele a?
7. Nan ki lane moun Okay te revòlte kont blan Meriken?
8. Kisa sòlda ameriken te fè nan Kafou Machatè?

❖ **Enfòmasyon kiltirèl:** Before 2003, the year of the official recognition of Vodou as the second official religion in Haiti, Roman Catholicism was the only official religion in Haiti. For that reason, each locality (parish) has a catholic patron saint. A patronal festival (*fèt patwonal*) is organized every year by many Haitian towns to celebrate their patron saint. The patronal festival is an occasion for praying and feasting. People usually gather for days ahead to pray and to celebrate in a mixture of Catholic and Vodou practices as every catholic saint has an equivalent in Vodou. However, many people are not interested in the religious aspect of patronal festivals. They attend just to have a good time and to enjoy the parades, concerts and balls with popular musical bands.

❖ ANNOU PRATIKE

A. **Fèt patwonal** – Li fraz sa yo ki anba a epi reponn VRÈ oswa FO dapre enfòmasyon ki nan tèks ak djalòg la. Swiv egzanp lan.

Egzanp: Relijyon ofisyèl peyi Dayiti se Katolik ak Vodou. → **Repons:** VRÈ

1. Fèt patwonal se menm bagay ak fèt chanpèt.
2. Moun yo pa konn pran anpil plezi nan fèt patwonal yo.
3. Moun yo konn al legliz pou priye lè fèt patwonal.
4. Se katolik sèlman ki ale nan fèt patwonal.
5. Ayisyen k ap viv nan peyi etranje konn patisipe nan fèt patwonal.
6. Pa gen zafè danse ak mizik nan fèt patwonal.
7. Yo fete fèt Nòtredam nan vil Okay.
8. Fòk ou ale nan legliz Sakrekè ak Katedral avan ou ale sou plaj Jele.
9. Moun yo pa konn bwè bwason alkolize lè yo nan fèt chanpèt.
10. Imakile Konsepsyon ak Sentantwàn se sen patwon yo ye.

B. **Fèt patwonal nan vil Okay** – Chwazi mo oswa ekspresyon ki pi lojik la pou ranpli espas vid yo nan chak fraz ki anba yo.

Diyaspora – lapriye – wonm ak byè – uit desanm – kafou machatè – fèt chanpèt – Nòtredam – festival Jele – popilè – Imakile Konsepsyon – trèz jen

1. Sen katolik ki se patwon vil Okay la rele _____.
2. Se nan dat _____ vil Jeremi fete fèt patwonal Sentantwàn.
3. Lè gen fèt patwonal, katolik yo toujou al legliz pou _____.
4. _____ se yon fèt ki fè sou yon bèl plaj ki pa lwen vil Okay.
5. _____ se kote sòlda ameriken te touye patriyòt Ayisyen yo.

6. Lè fèt chanpèt, moun yo konn bwè bwason alkolize tankou _____.
7. _____ se yon fèt patwonan ki fèt nan zòn andeyò.
8. Se nan mwa desanm moun Ench fete _____.
9. Menm _____ vwayaje soti nan peyi letranje pou vin nan fèt patwonan.
10. Fèt patwonan ki pi _____ yo se Nòtredam, Sentantwan Sen Jak ak Imakile Konsepsyon.

C. Aktivite moun yo pito fè lè yo nan fèt chanpèt – Nan chak pè aktivite sa yo ki anba a, chwazi sa ki pi sanble ak aktivite moun konn fèt pandan fèt chanpèt oswa fèt patwonan. Reponn menm jan ak egzanp lan pou di sa moun yo pito fè lè yo nan fèt chanpèt.

Egzanp: dòmi tout jounen / al danse nan bal

Repons: Lè fèt chanpèt, moun yo pito al danse nan bal.

1. fè anpil travay nan kay / òganize bèl aktivite bò rivyè
2. pran anpil plezi / al travay nan jaden
3. al legliz pou priye / kwit manje
4. banboche tout jounen / gade televizyon
5. al lekòl / bwè tafia, wonm ak byè
6. detann ou sou plaj / swiv kou nan inivèsite
7. li yon liv / al nan kèmmès
8. al nan konsè / etidye leson

D. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou renmen banboche anpil?
2. Ki jou nan semenn nan ou konn banboche?
3. Ki aktivite ou konn fè lè w ap banboche?
4. Èske ou konn bwè bwason alkolize tankou wonm ak byè lè ou nan fèt? Poukisa?
5. Èske nan vil oswa nan zòn ou abite a gen fèt patwonaj?
6. Èske ou ta renmen patisipe nan yon fèt chanpèt? Poukisa?

II. Aspectual and Modal verbs versus main verbs

✚ You learned that aspectual and modal verbs are auxiliary verbs. They generally accompany other verbs that function as main verbs. In other words, aspectual and modal verbs are verb helpers. They always help the main verbs in the sentence. Some verbal expressions like **fèk/fenk, apèn/apenn; ka/kab/kapab; mèt; fòk/fò, se pou** and **annou** are absolute verb helpers because they always accompany main verbs that they help. These verbal expressions cannot be used without main verbs. That is why they are considered absolute verb helpers.

✚ However, other verbal expressions like **tonbe; pran; konn;** and **sot/sòt** function as both main verbs and verb helpers. Thus they are not absolute verb helpers. As a matter of fact, **tonbe; pran; konn ; sot/sòt** and **kite** are originally main verbs that are sometimes used as verb helpers. In contrast with absolute verb helpers like **ka/kab/kapab** and **fòk/fò** for example, **tonbe; pran; konn ; sot/sòt** can be used without other verbs. When they are not helping another verb in the sentence, they function as main verbs. Consider the following examples in which these verbs are not verb helpers.

- | | |
|---------------------------------|--|
| 1. Lapli ap tonbe. | - <i>It is raining.</i> |
| 2. Telefòn mwen an tonbe atè a. | - <i>My phone fell on the ground.</i> |
| 3. Li tonbe epi kou l kase. | - <i>She fell down and broke her neck.</i> |
| 4. Pran liv la pou mwen. | - <i>Take the book for me.</i> |
| 5. Yo pran tout manje a. | - <i>They took all the food.</i> |
| 6. Mwen konn vil okay byen. | - <i>I know the city of Okay well.</i> |
| 7. M ap kite fanm nan. | - <i>I am leaving this woman.</i> |
| 8. Li kite peyi a ane pase. | - <i>She left the country last year.</i> |
| 9. Mari sot legliz lontan. | - <i>Mari came back from church a long time ago.</i> |
| 10. Li soti ak bèlmè l. | - <i>She went out with her mother-in-law.</i> |

- ± **Verb Helpers and Main verbs** – Checking whether *tonbe; pran; konn*; and *sot/sòt* have their own object is the best way to determine whether they function as main verbs or verb helpers in the sentence. When these verbs function as main verbs, generally, they are not immediately followed by other verbs. Check the following examples in which verb helpers are underlined with two lines and main verbs with one.

- | | |
|--|--|
| 1. Yo <u>tonbe</u> ri lè Jaki <u>tonbe</u> a | - They began to laugh when Jacky fell down. |
| 2. Li <u>pran</u> mikwo a epi li <u>pran</u> chante. | - He took the mic and started singing. |
| 3. Li <u>konn</u> chante mizik sa a souvan. | - He sings this song often. |
| 4. Li <u>konn</u> mizik la pa kè. | - He knows the music by heart. |
| 5. Mari <u>sòt</u> kase pye l. | - Mari had broken her leg. |
| 6. Mari <u>sot</u> nan fèt chanpèt la. | - Mari came back from the patronal festival. |

ANNOU PRATIKE

- A. VÈB OKSILYÈ OSWA VÈB PRENSIPAL?** Fraz ki anba yo gen *tonbe; pran; konn* and *sot/sòt* ladan yo. Gade chak fraz byen pou ou kapab detèmine si ekspresyon sa yo se vèb oksilyè oswa si yo se vèb prensipal. Fè yon tras anba vèb prensipal yo epi de tras anba vèb oksilyè yo menm jan ak egzanp lan.

Egzanp 1: Tidjo tonbe kriye lè l tonbe a - **Egzanp 2:** Yo sot nan jaden deja.

- | | |
|-------------------------------|--|
| 1. Nou sot lavil. | 6. Yo tonbe bwè wonm nan fèt la. |
| 2. Jak sòt pase chemiz li. | 7. Jaki pran pale lè l reponn telefòn nan. |
| 3. Wòzlò te konn danse anpil. | 8. Vòlè a pran twa san dola pou mwen. |
| 4. Mari konn leson an byen. | 9. Jan sot netwaye kay la. |
| 5. Jidèks poko janm tonbe la. | 10. Elèv yo sot lekòl a twazè. |

- B. FÈ FRAZ AK VÈB OKSILYÈ EPI VÈB PRENSIPAL** – Create your own personal sentences with *tonbe; pran; konn* and *sot/sòt*. Use each of these verbal expressions in two different sentences. Each verbal expression must be used as an auxiliary verb in the first sentence and as a main verb in the second sentence. You must create eight sentences in total. Make sure you do not copy the examples in your textbook.

III. The letter /h/

- ✦ You already learned that the letter /h/ often occurs in Kreyòl in combination with the letter /c/ (**ch**) as in *cheri*, *machè*, *banboche* etc.
- ✦ However, the occurrence of the letter or the sound /h/ by itself is extremely rare in Kreyòl. Many linguists claim that the /h/ sound does not exist in the phonological system of Kreyòl. Other linguists disagree. They argue that /h/ exists in the variant of Kreyòl spoken in Southern Haiti.

ANNOU PRATIKE



- A. CD 2-43 – Listen and repeat the following words with the consonant sound H.

H, h: halfò, hise, hinghang, hont, hotè, hounfò, houngan, houke hounsi



- B. CD 2-44 – **Yon ti dikte.** Listen carefully and write down the entire sentences.

IV. Annou li epi koute

✦ Preparing for reading and listening

You will use language materials you know and apply techniques you learned to understand a Kreyòl Konpa song describing a patronal festival in Haiti.

Nòtredam nan Tigwav

- ✦ You will listen to *Nòtredam nan Tigwav*, a music by Bossa Combo, a Haitian konpa band. Before listening to the song, read the lyrics. Try to apply the techniques and use the strategies you've learned to grasp the overall meaning of the song.
- A. **Anvan ou li/koute.** Try to answer the following questions before you read the lyrics. What do you know about Bossa Combo? The title of the song is *Nòtredam nan Tigwav*. What does the word “*Tigwav*” mean?

⬇ **Here are a few words from the song you need to know to understand the lyrics.**

WORDS

| | |
|-----------|-----------|
| depi | since |
| sèmante | to swear |
| lòtbò dlo | overseas |
| bèl | nice |
| tradisyon | tradition |

| |
|--------------------|
| moun fin debòde |
| machann kenkay |
| gason sakodo |
| jèn fi nat nan men |
| sere ti kòb mwen |
| met lajan nan pòch |
| Wout Sid la prese |

EXPRESSIONS

| |
|--------------------------------|
| people are very excited |
| food street vendors |
| men with backpacks |
| women carrying their bedding |
| to save my money |
| to put money in one's pocket |
| the Southern Road is very busy |

B. Pou ou kab byen konprann. This song's lyrics are about the famous Notre Dame patronal festival held in August in the city of Tigwav located to the south of Port-au-Prince. To go to Tigwav, you must take the Southern Road also called "National Road number two". The song describes the ambiance in Tigwav during the festival.

C. Linguistic cues to help you better understand the text.

➤ **The following sentences are from the text. Translate them into English:**

1. Nòtredam manman ban m yon ti chans pou m bwè tafia m manman.
2. Depi le premye out m ap sere ti kòb mwen pou m al fete nan Tigwav.
3. Se jou tout banbochè met lajan nan pòch yo pou yo ale pran plezi yo.
4. Wout Sid la chofe machin ap monte, machin ap desann.
5. Se tout Ayisyen k ap viv lòtbò dlo ki prese ranter pou yo vin fete.

D. Answer the following questions in English.

1. In lines 4-9, the singer is praying Our Lady. What is he asking for?
2. From what exact date does the singer start to save money for the festival?
3. When is the patronal festival of Tigwav celebrated?
4. Is it easy to find hotel rooms in Tigwav during the festival? Why?
5. What do people do if they can't find a hotel?



CD 2-45 – Nòtredam nan Tigwav

NÒTREDAM NAN TIGWAV

| | | | |
|---------------------------------------|----|-------------------------------------|----|
| Tigwav! men nou ! Men son! | | Nan vil Tigwav menm menm | |
| Bad trip, bad trip! | | Moun fin debòde | |
| Alo! Alo! Alo Tigwav... | | Granmoun timoun ap fete. | 30 |
| Nòtredam manman | | Se tout machann kenkay | |
| Ban m yon ti chans | 5 | Ki sèmanje jou sa se lè | |
| Pou m bwè tafya m manman. | | Pou yo vrèman fè l. | |
| Nòtredam manman | | Otèl yo chaje depi dis, douz, trèz, | 35 |
| Ban m yon ti chans | | Tout moun nan lari. | |
| Pou m bwè tafya m cheri. | | Gason sakodo, jèn fi nat nan men, | |
| Depi le premye out | 10 | Chache yon kote. | |
| M ap sere ti kòb mwen | | Petyonvil desann, | |
| Pou m al fete nan Tigwav. | | Pòtoprens desan, | 40 |
| Se jou tout banbochè | | Tigwav an demon | |
| Met lajan nan pòch yo | | Nòtredam manman | |
| Pou yo ale pran plezi yo. | 15 | Ou pral fè anpil maryaj vre. | |
| Wout Sid la chofe | | Nòtredam manman | |
| Machin ap monte, machin ap desann. | | Ban m yon ti chans | 45 |
| Se tout Ayisyen k ap viv lòtbò dlo | | Pou m bwè tafya m manman. | |
| Ki prese rantre | | Nòtredam manman | |
| Pou yo vin fete | 20 | Ban m yon ti chans | |
| Woy! Se yon bèl tradisyon nan Tigwav. | | Pou m bwè tafya m cheri. | 50 |
| Nòtredam manman | | Machin ap monte (repeat) | |
| Ban m yon ti chans | | Machin ap desann | |
| Pou m bwè tafya m manman. | | Wout Sid la chofe | |
| Nòtredam manman | 25 | Bweson m ap koule, | |
| Ban m yon ti chans | | Nèg ap fè bad trip | 55 |
| Pou m bwè tafya m cheri. | | Tigwav an demon. | |

Source: Music album « Ambiance d'été »,
Label: AD Music, 1981.

Dosye sosyokiltirèl

Let's go to Haiti for a vacation!

You are probably thinking why I would choose to go to a country like Haiti for a vacation. What does such a poor country have to offer to foreign visitors? You will probably never find the right answer to this question if you continue to get news information about Haiti only from the mainstream media.

Bad press and abusive stereotypes have made foreigners reluctant to visit the first Black Republic. Although it is categorized as an economically poor nation, Haiti remains one of the richest countries in the region for its fascinating history and culture. Despite the bad press, an increasing number of tourists are visiting Haiti these days. The Oasis of the Seas, the world's largest cruise ship, made its first trip to Labadee, Haiti in December 2009. Foreign visitors are indeed still attracted to Haiti's original art, its architecture including impressive fortresses, its untouched beaches, its varied natural beauty and picturesque landscapes and its vibrant religious culture.



Labadee, Northern Haiti

❖ ANNOU LI

In the following reading activity, you will read a text about tourism in Haiti. Apply the techniques and use the strategies you learned to comprehend the text.

- A. Anvan ou li.** Think about the following questions before you read the text. What do you know about the tourism industry in Haiti? How do the mainstream media portray Haiti? Are you interested in visiting Haiti? Why? If you had the choice between visiting Haiti, The Bahamas, Jamaica, Trinidad and Puerto Rico, which country would you choose? Why?

✦ **Here are some new words and expressions in the text**

| | | | |
|------------------|-----------------------------------|--------------|--------------------------|
| touris | <i>tourism, tourist</i> | rapòte | <i>to generate</i> |
| bijou Karayib la | <i>the Jewel of the Caribbean</i> | fouye zo nan | <i>to dig deep into</i> |
| kiltirèlman | <i>culturally</i> | kalalou | <i>the matter</i> |
| chomaj | <i>unemployment</i> | to omisid | <i>the homicide rate</i> |
| lamizè | <i>misery/poverty</i> | asasinen | <i>to murder</i> |
| grangou | <i>hunger</i> | briganday | <i>robbery</i> |
| atire | <i>to attract</i> | makonnen | <i>to be linked to</i> |
| aktyèlman | <i>these days, currently</i> | manipile | <i>to manipulate</i> |
| pa alamòd | <i>out of date</i> | gen tandans | <i>to tend to</i> |
| monn nan | <i>the world</i> | resevwa | <i>to welcome</i> |
| Laprès | <i>the media</i> | touye | <i>to kill</i> |
| Emisfè Lwès | <i>Western Hemisphere</i> | varye | <i>varied</i> |
| mete absè sou | <i>to make things worst</i> | kaskad | <i>waterfalls</i> |
| klou egzakteman | <i>exactly</i> | satisfè | <i>satisfied</i> |

Yon ti koze sou zafè touris ann Ayiti

Nan tan lontan yo te rele Ayiti "Bijou Karayib la" paske se te peyi ki pi bèl e pi rich nan Karayib la. Nan epòk sa a, tout bagay t ap mache byen ann Ayiti. Peyi a te ekonomikman, ekolojikman, kiltirèlman rich. Pa t genyen chomaj, lamizè ak gangou tankou jounen jodi a. Pa t gen pwoblèm debwazman, sechrès ak ewozyon paske te gen anpil pyebwa. Epi, te gen plis atizan, atis, mizisyen ak ekriven k ap fè travay valab nan peyi a. Tout bagay pozitif sa yo te konn atire anpil touris e sa te konn fè ekonomi an mache pi byen.

5

Aktyèlman, koze "Bijou Karayib la" pa alamòd ankò. Kounye a, yo klase Ayiti pami peyi ki pi pòv nan monn nan. Laprès entènasyonal konsidere Ayiti kòm peyi ki pi

pòv nan Emisfè Lwès la. Pou mete absè sou klou, yo ajoute koze ensekirite, vyolans ak enstabilite politik nan dosye Ayiti a. Lè ou louvri televizyon ak radyo oswa li jounal nan peyi etranje, se move nouvèl sèlman ou jwenn sou Ayiti kòm si dire pa gen anyen pozitif k ap pase nan peyi a. Sa k pi rèd la, jounalis sa yo pa janm prezante reyalite a egzakteman jan li ye a. Yo toujou mete pase genyen. Poukisa jounalis laprès entènasyonal yo se move nouvèl sèlman yo bay sou Ayiti? Èske se paske move nouvèl rapòte plis lajan pase bon nouvèl? Pou reponn kesyon sa yo, fòk nou ta fouye zo nan kalalou ki vle di fòk nou ta fè bon jan rechèch. 10 15

Men, nou pa bezwen fouye twòp pou konprann ke tout enfòmasyon negatif sa yo pa ankouraje touris vizite peyi Dayiti. Move nouvèl laprès entènasyonal yo ap bay sou peyi Dayiti fè touris yo prefere ale nan lòt peyi nan Karayib la tankou Sendomeng, Bayamas, Trinidad ak Pòtoriko. Dapre laprès, ta sanble gen plis sekirite nan peyi sa yo pase ann Ayiti. Si se vre nan lòt peyi nan Karayib la gen mwens enstabilite politik pase ann Ayiti, sa pa vle di touris plis an sekirite nan peyi sa yo pase ann Ayiti. Dapre yon atik *Alter-Presse*, plizyè òganizasyon k ap goumen pou dwa moun te fè yon etid nan lane de mil senk ki montre ke to omisid Ayiti a pi ba pase to omisid tout lòt peyi nan Karayib la mete ansanm ak Amerik di Sid la. Dapre etid la, to omisid la 35.7 pou san mil moun nan Trinidad ak Tobago; li 26.7 pou san mil moun nan Sendomeng; li 19.6 pou san mil moun nan Bayamas; alòs ke li sèlman 11.5 pou san mil moun ann Ayiti. Chif sa yo montre ke kantite moun yo asasinè de fwa pi ba ann Ayiti pase nan tout lòt peyi nan Karayib la. 20 25 30

Dapre etid la, genlè fenomèn vyolans ak zak briganday ann Ayiti makonnen ak politik. Se nan peryòd eleksyon yo ki toujou gen plis asasinaj ak vyolans nan lari a. Lè pa gen pwoblèm politik ann Ayiti, pa gen pwoblèm vyolans ak ensekirite. Kidonk, endividi k ap fè vyolans yo se moun yo peye oswa manipile nan de moman byen presi e pou de rezon byen espesifik. Sa ta vle di ke Ayisyen se pa yon pèp ki vyolan jan anpil moun gen tandans kwè l la. Moun ann Ayiti toujou byen resevwa touris. Se pa fasil ou tande yo touye oswa atake touris ann Ayiti pou pran lajan yo ak lòt bagay yo genyen. 35 40

An konklizyon, pa gen okenn rezon valab ki pou ta fè touris pè al vizite Ayiti. Lè pa gen pwoblèm politik ak katastwòf natirèl, Ayiti se pi bon kote pou touris al pran plezi yo. Ayiti se yon gwo peyi an konparezon ak lòt peyi nan Karayib la. Listwa ak kilti Ayisyen nan pi rich pase listwa ak kilti anpil lòt peyi nan Karayib la. Kidonk aktivite touristik yo anpil e varye. Gen anpil bèl plaj, bèl rivyè ak kaskad, anpil bèl mòn, pak natirèl, anpil sit istorik ak bèl achitekti kolonyal tankou Sitadèl Laferyè ak Palè Sansousi. Touris ki vizite Ayiti toujou mande pou yo retounen paske yo toujou byen satisfè. 45

B. Pandan w ap li. How would you translate the following sentences from the text into English? Use the glossary of your textbook, your dictionary and the strategies and techniques you learned to translate these sentences as accurately as possible.

1. *Nan tan lontan yo te rele Ayiti "Bijou Karayib la" paske se te peyi ki pi bèl e pi rich nan Karayib la.*
2. *Tout bagay pozitif sa yo te konn atire anpil touris e sa te konn fè ekonomi an mache pi byen.*
3. *Kounye a, yo klase Ayiti pami peyi ki pi pòv nan monn nan. Laprès entènasyonal konsidere Ayiti kòm peyi ki pi pòv nan Emisfè Lwès la.*
4. *Poukisa jounalis laprès entènasyonal yo se move nouvèl sèlman yo bay sou Ayiti? Èske se paske move nouvèl rapòte plis lajan pase bon nouvèl?*
5. *Move nouvèl laprès entènasyonal yo ap bay sou peyi Dayiti fè touris yo prefere ale nan lòt peyi nan Karayib la tankou Sendomeng, Bayamas, Trinidad ak Pòtoriko.*
6. *Chif sa yo montre ke kantite moun yo asasinen de fwa pi ba ann Ayiti pase nan tout lòt peyi nan Karayib la.*
7. *An konklizyon, pa gen okenn rezon valab ki pou ta fè touris pè al vizite Ayiti. Lè pa gen pwoblèm politik, Ayiti se pi bon kote pou touris al pran plezi yo.*
8. *Touris ki vizite Ayiti toujou mande pou yo retounen paske yo toujou satisfè.*

C. Lè ou fin li. Work in groups of three or four to answer the following questions according to the text. Answer in English. Depending on the question, you might need to skim or scan the text again to answer.

1. Why was Haiti considered as the "Bijou Karayib la"?
2. How do the mainstream international media portray Haiti these days? Why?
3. Does the news about Haiti encourage tourists to visit Haiti? Why?
4. Which country has the lowest murder rate in the Caribbean and South America?
5. Why Haiti is perceived as a violent country?
6. According to the text, violence in Haiti is linked to what event or situation?
7. What makes Haiti an interesting place to visit in comparison to other Caribbean nations?
8. According to the text, what kind of activities can tourists do when visiting Haiti?

D. Lè ou fin reponn kesyon yo. Re-read your answers. Is there something else you want to add or remove? Make the necessary corrections before sharing your answers with your classmates.

❖ **Annou ekri**

✚ **After reading the text, write in Kreyòl about whether you would go to Haiti for a vacation or not.**

- A. Anvan ou ekri.** Think about how you felt about visiting Haiti before you read the text and after. Did the text change your view and the way you perceive Haiti? If yes, in what way? If not, why? Why would you visit Haiti? Why not?
- B. Ann ekri.** Write a (minimum of 20 sentences) composition in Kreyòl to give your opinion about tourism in Haiti. Say whether or not you would visit Haiti. Provide arguments to support your opinion. You may use information from the text you've just read to support your views. However, you must present the information from the text in your own style.
- C. Lè ou fin ekri.** Re-read your composition. Is there something else you want to add or remove? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: | /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|----------------|------------------|------------------|-------------|-------------------|---------------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 | |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 | |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 | |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 | |

CHAPIT SIS

Vwayaj nan peyi etranje!

In this chapter, you will learn language materials and develop skills to talk about travelling abroad and different types of transportation.

You will learn how to:

- *plan your trip*
- *describe foreign countries, people and their culture*
- *buy your ticket*
- *describe the means of transportation*
- *deal with immigration and customs*
- *make arrangements for lodging*
- *identify and pronounce certain consonant blends*

You will use:

- *terms related to travelling*
- *terms related to transportation*
- *terms related to immigration and customs*
- *terms related to lodging*
- *(se) as emphatic marker*
- *(ala; se pa ti; se pa de) as emphatic markers*
- *(menm) as emphatic adverbial marker*
- *negative adverbs (menm, ditou, ankò, janm, poko)*
- *negative determiner and pronouns (okenn, pyès and anyen, pèsonn)*
- *certain consonant blends*
- *some common verbs.*

Leson 1: Nan ki peyi nou prale?

Leson 2: Mwayen transpò

Leson 3: Ajans vwayaj, ayewopò ak ladwann!

Leson 4: Nan otèl Vila Kreyòl

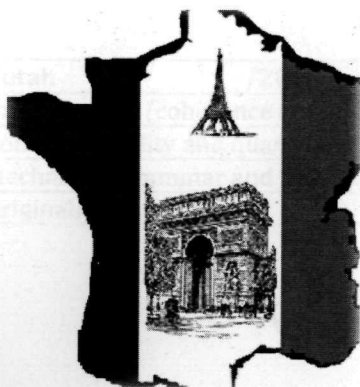
Dosye sosyokiltirèl: Accommodation and Lodging for travelers to Haiti

Leson 1 : Nan ki peyi nou prale?

- Language aim: *Talking about travel plans and describing countries and people.*
- Vocabulary: *Ekpresyon ak mo pou pale de pwojè vwayaj, nasyonalite ak peyi.*
- Grammar and structures: *Emphatic constructions with fronted elements with (se)*
- Pronunciation and spelling: *Consonant blends: bl; br*
- Speaking: *Ki peyi ou vizite deja?*

I. Nou pral fè letou dimonn

Wozlò ak mari l, Filip, genyen nan loto. Kòm yo gen anpil lajan, y ap planifye al vizite plizyè peyi nan lemonn. Yo vle vizite twa peyi nan chak kontinan.



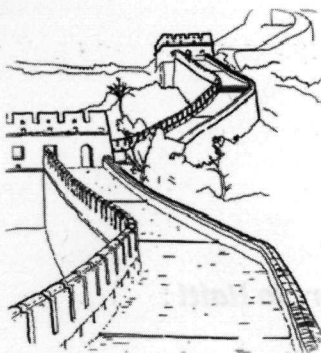
Lafrans nan kontinan Lewòp



Etazini nan kontinan Amerik Dinò



Brezil nan kontinan Amerik Disid



Lachin nan kontinan Lazi



Lejip nan kontinan Lafrik



Ostrali nan kontinan Oseyani

✚ *Kèk peyi nan kontinan Amerik, kapital, nasyonalite ak lang abitan yo pale*

| PEYI | KAPITAL | NASYONALITE | LANG |
|-----------|----------------|------------------------|-----------------|
| - Etazini | - Wachintonn | - Ameriken / Amerikèn | - Angle |
| - Kanada | - Otawa | - Kanadyen/ Kanadyèn | - Angle, franse |
| - Meksik | - Meksiko | - Meksiken/ Meksikèn | - Panyòl |
| - Brezil | - Riyodejanewo | - Brezilyen/ Brezilyèn | - Pòtigè |
| - Perou | - Lima | - Perivyen/ Perivyèn | - Panyòl |
| - Kolonbi | - Bogota | - Kolonbyen/ Kolonbyèn | - Panyòl |

✚ *Kèk peyi nan Karayib la, kapital, nasyonalite ak lang abitan yo pale*

| PEYI | KAPITAL | NASYONALITE | LANG |
|--------------|-------------|------------------------|------------------|
| - Ayiti | - Pòtoprens | - Ayisyen/ Ayisyèn | - Kreyòl, franse |
| - Jamayik | - Kingstonn | - Jamayiken/ Jamayikèn | - Angle, patwa |
| - Matinik | - Fòdefrans | - Matiniken/ Matinikèn | - Kreyòl, franse |
| - Bayamas | - Naso | - Bayameyen/ Bayameyèn | - Angle |
| - Kiba | - Laavàn | - Kiben/kibèn | - Panyòl |
| - Pòtoriko | - Sannwann | - Pòtoriken/ Pòtorikèn | - Panyòl |
| - Dominikani | - Sendomeng | - Dominiken/ Dominikèn | - Panyòl |

✚ *Kèk peyi nan kontinan Lewòp, kapital, nasyonalite ak lang abitan yo pale*

| PEYI | KAPITAL | NASYONALITE | LANG |
|-----------|----------|--------------------|-----------|
| - Angletè | - Lond | - Anglè/Anglèz | - Angle |
| - Itali | - Wòm | - Italyen/ Italyèn | - Italyen |
| - Lespay | - Madrid | - Panyòl /Panyòl | - Panyòl |
| - Almay | - Bèlen | - Alman / Almand | - Alman |
| - Larisi | - Moskou | - Ris/ Ris | - Ris |

✚ *Kèk peyi nan kontinan Lazi ak Mwayennoryan, kapital, nasyonalite ak lang abitan yo pale*

| PEYI | KAPITAL | NASYONALITE | LANG |
|----------------|-------------|-------------------------|----------------|
| - Japon | - Tokiyo | - Japonè/Japonèz | - Japonè |
| - Kore | - Sewoul | - Koreyen/ Koreyèn | - Koreyen |
| - Lend | - Nyoudeli | - Endyen/Endyèn | - Endi, Angle |
| - Irak | - Bagdad | - Irakye / Irakye | - Arab |
| - Arabisawoudi | - Riyad | - Arab/Arab | - Arab |
| - Pakistan | - Islamabad | - Pakistanè/ Pakistanèz | - Angle, Oudou |

✚ **Kèk peyi nan kontinan Lafrik, kapital, nasyonalite ak lang abitan yo pale**

| PEYI | KAPITAL | NASYONALITE | LANG |
|---------------|-------------|--------------------------|---------------------|
| - Aljeri | - Alje | - Aljeryen / Aljeryèn | - Franse, arab |
| - Lejip | - Kè | - Ejipsyen/ Ejipsyèn | - Arab |
| - Senegal | - Daka | - Senegalè/ Senegalèz | - Franse, wòlòf |
| - Afrik Disid | - Pretorya | - Sidafriken/ Sidafrikèn | - Afrikaans, angle, |
| - Etyopi | - Adisabada | - Etyopiyen/ Etyopiyèn | - Amarik |



CD 2-46 - DJALÒG

- *Wozlò ak Filip gen pwojè fè letou dimonn. Yo vle vizite twa peyi nan chak kontinan. Y ap diskite de vwayaj la. Koute konvèsasyon an.*

- Wozlò:** - Filip! Konbyen tan ou panse nou kab bezwen konsa pou n vizite tout kontinan ki genyen nan monn nan?
- Filip:** - *Sa depan de kantite peyi ou vle vizite nan chak kontinan ak ki valè tan ou vle pase ladan yo.*
- Wozlò:** - Mwen ta renmen vizite de oswa twa peyi nan chak kontinan epi m vle pase omwen yon semenn nan chak peyi.
- Filip:** - *Si nou di twa peyi nan chak kontinan, sa deja fè plis pase ven peyi. Ki peyi ou vle vizite nan kontinan Oseyani ak Lazi?*
- Wozlò:** - Se sèl Ostrali m vle vizite nan kontinan Oseyani. Ann Azi, m vle vizite Tayland, Vyetnam ak Sengapou.
- Filip:** - *E ki peyi nou pral vizite an Ewòp ak an Afrik?*
- Wozlò:** - M ta renmen fè yon vwayaj espesyal pou kontinan ewopeyen an paske gen plizyè peyi enteresan tankou Lafrans, Pòtigal, Bèljik, Lotrich, Lawolann, Lagrès, ak Lasyèd.
- Filip:** - *Donk nou pa pral ann Ewòp?*
- Wozlò:** - Wi nou prale. N ap jis vizite twa peyi. Annou ale ann Angletè, ann Almay ak an Frans. N a ale nan lòt peyi yo yon lòt lè.
- Filip:** - *Oke. E nan kontinan Afriken ak Ameriken, nan ki peyi nou prale?*
- Wozlò:** - Nou prale Benen, Angola, ak Nijerya. Nan Amerik la nou prale Ozetazini, Trinidad ak Kostarika.
- Filip:** - *Jan m wè bagay yo ye la, n ap bezwen omwen sis a sèt mwa pou vwayaj sa a paske fòk nou konte tan n ap pase nan avyon ak tren.*

± ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Konbyen peyi Wòzlò vle vizite nan chak kontinan?
2. Konbyen tan Wòzlò vle pase nan chak peyi?
3. Nan ki kontinan Wòzlò p ap vizite twa peyi?
4. Ki peyi nan kontinan ewopeyen an Wòzlò vle vizite imedyatman?
5. Kilè Wòzlò vle vizite lòt peyi ewopeyen tankou Lasyèd, lawolann ak Lagrès?
6. Ki peyi Wòzlò vle vizite nan kontinan afriken an?
7. Ki peyi Wòzlò vle vizite nan kontinan Ameriken an?
8. Dapre Filip, Konbyen tan konsa tout vwayaj la ka dire?

- ❖ **Enfòmasyon kiltirèl:** The Kreyòl language has many expressions referring to foreign countries: *Peyi blan* (foreign/white countries); *peyi lòtbò dlo* (overseas countries); *peyi pèdi* (remote countries), *nan ziltik* (far away); *aletranje* (abroad). The population of Haiti is 95 % black. Foreigners who visit Haiti are mostly white, thus Haitians tend to believe that all foreigners are from *Peyi blan*. All foreign countries are believed to be far away. When you travel to foreign countries you do not just go *aletranje*; you go to *peyi pèdi*, *nan ziltik*. Since Haiti is an island, all countries, except for the Dominican Republic, are considered *peyi lòtbò dlo*. The Dominican Republic is an exception because you can use land transportations to get there.

ANNOU PRATIKE

- A. **Ki kontinan?** – Di nan ki kontinan peyi sa yo ye. Se pou ou reponn ak yon fraz konplè menm jan ak egzanp lan ki anba a.

Egzanp: Etazini → **Repons:** *Se nan kontinan Amerik Dinò Etazini ye.*

- | | |
|-------------|------------|
| 1. Senegal | 6. Almay |
| 2. Etyopi | 7. Jamayik |
| 3. Japon | 8. Matinik |
| 4. Perou | 9. Bayamas |
| 5. Pakistan | 10. Kanada |

B. Wete sa k depaman an. Travay ak yon lòt etidyan pou ou eseye jwenn mo ki pa matche ak lòt mo yo. Lè ou jwenn mo depaman an, se pou ou di poukisa se li chwazi. Swiv egzanp lan ki anba a.

Egzanp: Japon, Lachin, Meksik, Kore

Repons.: *Meksik: Tout lòt peyi yo nan kontinan Azi.*

- | | |
|--|--|
| 1. Senegal, Itali, Etyopi, Afrik Disid | 5. Pakistan, Ayiti, Afganistan, Irak |
| 2. Lafrans, Lespay, Bulgari, taylannn | 6. Almay, Bayamas, Pòtigal, Angletè |
| 3. Lend, Matinik, Gwadeloup, Sent Lisi | 7. Jamayik, Pòtoriko, Dominikani, larisi |
| 4. Perou, Brezil, Nikaragwa, Kanada | 8. Panama, Kanada, Meksik, Etazini |

C. Ki peyi ou ta renmen vizite? – Di ki peyi ou ta renmen vizite nan kontinan oswa rejyon sa yo. Se pou ou jwenn omwen twa peyi menm jan ak egzanp lan ki anba a.

Egzanp: Ann Amerik Disid

Repons.: *Ann Amerik Disid, m ta renmen vizite Brezil, Kolonbi ak Ajantin.*

- | | |
|----------------|-----------------|
| 1. Amerik Dinò | 5. Ewòp |
| 2. Afrik | 6. Karayib |
| 3. Oseyani | 7. Amerik Disid |
| 4. Azi | 8. Mwayenoryan |

D. Ki nasyonalite yo epi ki lang yo pale? Di ki nasyonalite yo epi ki lang moun sa yo pale depandan de kote yo te fèt oswa ap viv la. Reponn menm jan ak egzanp lan.

Egzanp: Wòzlò te fèt Pòtoprens. Se la l ap viv.

Repons : *Li se Ayisyèn epi li pale kreyòl ak franse.*

- | | |
|----------------------------------|---|
| 1. Mannyèl ap viv Dominikani. | 6. Peri Kristi fèt Bayamas. |
| 2. Manno Sanon fèt ann Ayiti. | 7. Mikayèl Jan fèt ann Ayiti. Men se Kanada l ap viv. |
| 3. Jak ak Andre fèt Fòdefrans. | 8. Mannyèl ap viv Dominikani. |
| 4. Madan Klintonn fèt Ozetazini. | 9. Larèn Elizabèt fèt ann Angletè. |
| 5. Nikola Sakozi fèt an Frans. | 10. Bòb Male fèt Jamaik. |

E. Ann reponn kesyon yo! Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou renmen vwayaje nan peyi etranje?
2. Ki peyi ou ta renmen vizite? Poukisa?
3. Ki peyi ou vizite deja?
4. Nan ki kontinan peyi sa yo ye?
5. Ki peyi ou poko vizite nan Amerik Disid la?
6. Ki peyi ou poko vizite nan kontinan Afrik la?

II. Emphatic constructions with fronted elements with (se)

- ✚ Kreyòl has a unique way of using the syntax to stress various parts of the sentence while other languages use intonation. You already learned that **se** is sometimes used along with **ye** in emphatic constructions with a noun phrase and adjective of nationality and profession. Consider the following examples.

Neutral sentences

1. Li se ayisyèn.
2. Andre ak Jan se avoka.
3. Nou prale Kanada.

Emphatic forms

- Se ayisyèn li ye.
Se avoka Andre ak Jan ye.
Se Kanada nou prale.

English translation of the neutral Kreyòl sentences

- She is Haitian.*
Andre and Jan are lawyers.
We are going to Canada.

- ✚ **Se used with verbs** – **Se** is also used to emphasize verbal phrases by repetition. To stress a verbal phrase in a Kreyòl sentence, you may use the introducer **se** at the beginning and add a copy of the verb, leaving the original verb and its markers in their normal position in the sentence. Consider the following examples.

Neutral sentences

1. Lapli ap tonbe.
2. L ap dòmi toujou.
3. Nou prale Kanada.
4. Si m pran avyon, m ap vwayaje pi vit.

Emphatic forms

- Se tonbe lapli ap tonbe.
 Se dòmi l ap dòmi toujou.
Se ale nou prale Kanada.
Se vwayaje m ap vwayaje pi vit si m pran avyon.

English translation of the neutral Kreyòl sentences

- It's raining.*
She is still sleeping.
We are going to Canada.
I'll travel faster if I get on a plane.

- ✚ **Note** that these emphatic constructions, that are very common in Kreyòl, cannot be translated into English. In English, you can stress a word only with vocal emphasis, such as the use of intonation. As illustrated in the examples above, the neutral declarative Kreyòl sentences can be easily translated into English. However, it is impossible to translate their emphatic counterparts into English.

ANNOU PRATIKE

A. NASYONALITE AK PWOFESEYON? Itilize fraz anfatik ak adjektif pou di ki nasyonalite oswa pwofesyon moun sa yo. Reponn wi si w dakò, non, si w pa dakò. Swiv egzanp lan.

Egzanp 1: Emlin Michèl te fèt Ayiti; li se Ayisyèn. → **Repons:** *Wi, se Ayisyèn li ye.*

Egzanp 2: Filip kondi machin chak jou; li se kontab. → **Repons:** *Non, se chofè li ye.*

1. Anri ap fè kou nan inivèsite a; li se elèv.
2. Michou konn koud rad byen; li se koutiryè.
3. Bill Klintonn abite Ozetani; li se Afriken.
4. Malou toujou ap konte lajan; li se kontab.
5. Nèlson Mandela te prezidan Afrik Disid; li se Bayameyen.
6. Franketyèn toujou ap ekri; li se ekriven.
7. Nikola Sakozi ap viv an frans, li se Ayisyen.
8. Michèl Mateli toujou ap chante; li se chantè.
9. Larèn Elizabèt te fèt ann Angletè; li se Koreyèn.
10. Wonaldo konn jwe foutbòl byen; li se foutbolè.

B. Ki nasyonalite yo epi ki lang yo pale? Itilize fraz anfatik ak adjektif epi non pou di ki nasyonalite moun sa yo ak ki lang yo pale depandan de kote yo te fèt la. Reponn menm jan ak egzanp lan.

Egzanp: Emlin Michèl te fèt ann Ayiti.

Repons : *Se Ayisyèn li ye epi se kreyòl ak franse li pale.*

- | | |
|---------------------------------------|---------------------------------------|
| 1. Maryo te fèt nan peyi Lespay. | 6. Larèn Elizabèt te fèt ann Angletè. |
| 2. Aristid te fèt ann Ayiti. | 7. Kristòf Kolon te fèt an Itali. |
| 3. Rita Male te fèt Jamaik. | 8. Pyè te fèt Bayamas. |
| 4. Michlin ak Felisk te fèt an Frans. | 9. Twouwilyo te fèt Dominikani. |
| 5. Beyonse te fèt Ozetazini. | 10. Jèt Li te fèt an Chin. |

C. KISA Y AP FÈ KOUNYE A? Gade desen yo epi di sa moun sa yo ap fè nan moman an. Itilize fraz anfatik ak vèb menm jan ak egzanp lan.

Egzanp 1: *Se jwe l ap jwe foutbòl.*



D. KISA YO T AP FÈ? – Kreye fraz anfatik ki logik pou di sa moun sa yo t ap fè avanyè depandan de chak sityasyon. Itilize fraz anfatik menm jan ak egzanp lan.

Egzanp: Adriyen te gen yon plim ak yon kaye nan men l. → **Repons:** *Se ekri li t ap ekri.*

- | | |
|--|--|
| 1. Filip te chita dèyè volan machin nan. | 6. Koutiryè a te gen yon sizo nan men l. |
| 2. Adriyen te chita devan televizyon an. | 7. Bòs tayè a te gen zegwi ak fil nan men l. |
| 3. Je Mimoz te fèmen sou kabann nan. | 8. Ebenis lan te gen yon goyin nan men l. |
| 4. Mari te gen yon liv nan men l. | 9. Mwen te chita sou òdinatè a nan biwo a. |
| 5. Mekanisyen an te gen zouti nan men l. | 10. Jozèf te gen yon gita nan men l. |

E. Ann reponn kesyon yo! Itilize fraz anfatik sèlman pou reponn kesyon yo. Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Kijan ou rele?
2. Ki laj ou genyen?
3. Ki pwofesyon w ?
4. Ki kote ou rete?
5. Nan ki peyi ou te fèt?
6. Nan ki kontinan peyi ou te fèt la ye?

III. Consonant blends: /bl/ and /br/

✚ Nou deja aprann ke de oswa twa konsòn doub kab melanje ak yon seri de vwayèl pou vin bay kèk son patikilye. /bl/ ak /br/ se konsòn doub ou jwenn nan yon sèl silab. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



A. CD 2-47 – Koute epi repete mo sa yo ki gen /bl/ ak /br/ ladan yo.

BL, bl: *blakawout, blan, blayi, ble, blese, blennde, biblik, bibliyografi, bibliyotèk, biblo, bliye, blòf, blokay, blokis, blouz, debloke, deblozay, ranblè*

BR, br: *bra, bragèt, brak, branch, brandi, brase, brav, bren, breson, brezo, brigan, briganday, brik, briyan, briye, debraye, debri, demanbre, manbràn,*



B. CD 2-48 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /bl/ ak /br/ ladan yo.

IV. Annou Pale

✚ Preparing for speaking - *Ki peyi ou vizite deja? Ki peyi ou ta renmen vizite?*

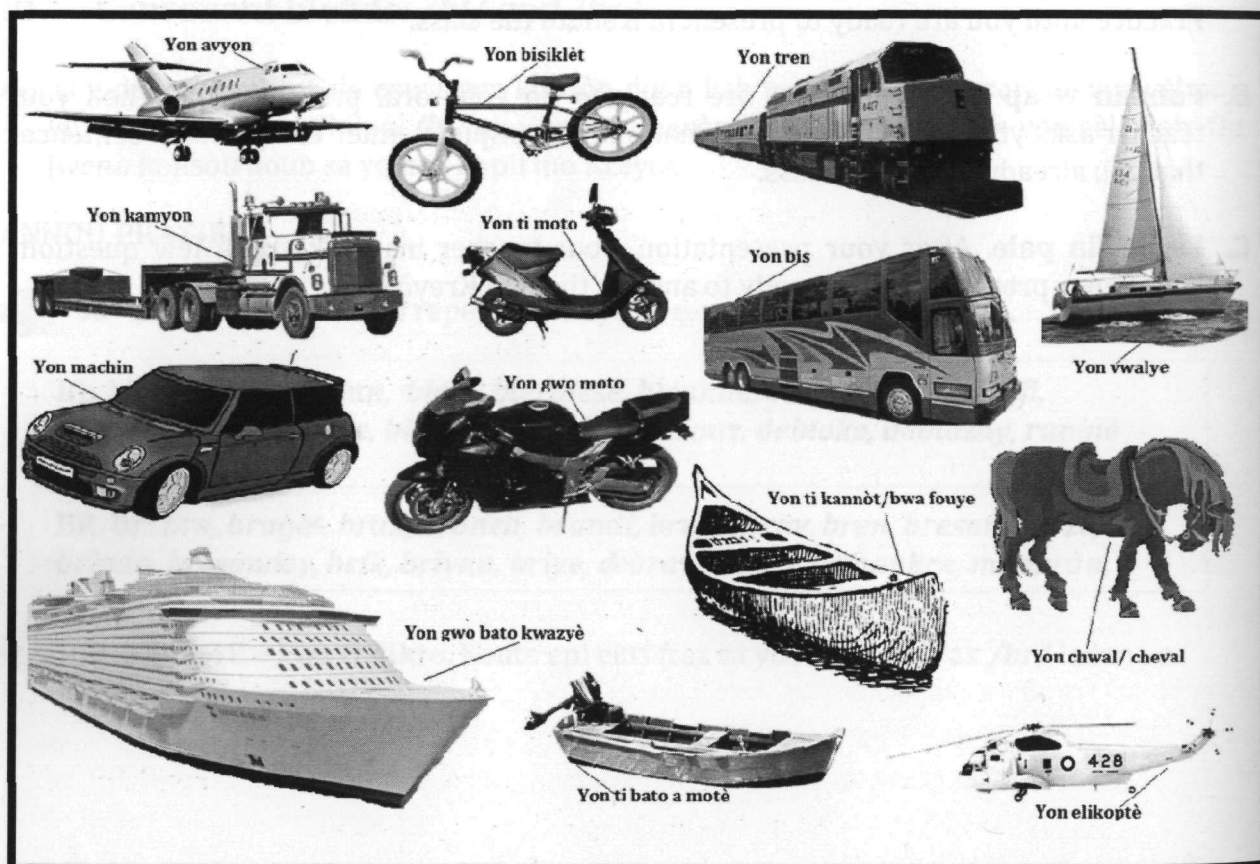
You will use what you have learned to talk about countries you already visited and those you would like to visit.

- A. **Anvan ou pale.** Make a list of all the countries you have already visited including the continent where these countries are located as well as the name of the cities you visited. Then, make a list of all countries you would like to visit and the reasons why you want to visit them. After that, practice presenting orally this information with a partner. Practice until you are ready to present in front of the class.
- B. **Pandan w ap pale.** Now, you are ready to do your oral presentation. When your teacher asks you, present your information in a simple manner using simple sentences that you already learned in class.
- C. **Lè ou fin pale.** After your presentation, your teacher may ask you a few questions about your presentation. Be ready to answer them in Kreyòl.

Leson 2 : Mwayen transpò

- Language aim: **Describing means of transportation**
- Vocabulary: **Ekpresyon ak mo ki gen rapò ak mwayen transpò (bis, avyon, tren...)**
- Grammar and structures: **Emphatic construction with fronted elements introduced by (se pa ti; se pa de; ala) and the emphatic adverbial menm**
- Pronunciation and spelling: **Consonant blends: dl; dr**
- Reading: **Transpò piblik ann Ayiti**

I. Ki mwayen transpò n ap itilize?



⚡ **Kèk mo nouvo ak ekspresyon pou pale de transpò**

| | | | |
|------------------|---------------------|------------------|--------------------|
| kondwi | to drive | pran kamyonèt | to take a mini bus |
| mache a pye | to walk | pran bis/ otobis | to take the bus |
| monte bourik | to ride a donkey | pran metwo | to take the subway |
| monte milèt | to ride a mule | pran tren | to take the train |
| monte motosiklèt | to ride a motorbike | pran taksi | to take a cab |
| pran avyon | to get on plane | pran taptap | to take a mini bus |

CD 2-49 – DJALÒG



- *Wozlò ak Filip ap diskite de vwayaj yo genyen pou fè a. Y ap chache konnen ki mwayen transpò yo pral itilize. Koute konvèsasyon an.*

- Wozlò:** - Filip! M pa anvi monte avyon anpil non pandan vwayaj la. Poukisa nou pa pran bato pito?
- Filip:** - N ap oblije pran avyon kanmèm pou ale Miyami. Lè nou rive Miyami, nou kab pran yon bato kwazyè ki prale an Ewòp. Sa w panse?
- Wozlò:** - Mwen dakò wi. Pou vizite peyi ki an Ewòp yo, nou kab pran tren ak otobis. N ap vwayaje mwen vit men n ap kab wè peyizaj yo pi byen.
- Filip:** - Se vre wi. Nou gen dwa lwe yon machin tou. Ki mwayen transpò n ap itilize pou soti nan yon kontinan ale nan yon lòt?
- Wozlò:** - Lè nou fin vizite tout peyi ewopeyen yo, nou prale ann Afrik. Lè n ap soti ann Ewòp pou ale ann Afrik, nou p ap oblije pran avyon.
- Filip:** - Wi se vre. Men èske se yon bon ide pou kondwi soti ann Ewòp pou ale jouk ann Afrik? M pa kwè n ap kapab non. L ap twò fatigan.
- Wozlò:** - Pa gen bato kwazyè ki soti ann Ewòp pou ale ann Afrik?
- Filip:** - M pa konnen. Se mande pou nou mande. Nou genlè ap oblije pran avyon wi Wozlò. Si se pa sa, vwayaj sa a ap dire yon etènite.
- Wozlò:** - Oke! Pa gen pwoblèm. N ap pran avyon lè n ap chanje kontinan. Men pwomèt mwen ke n ap eseye pa itilize avyon anpil.
- Filip:** - Dakò cheri. Se jan w vle. Men ki pwoblèm ou gen ak avyon menm?
- Wozlò:** - Lè m monte avyon, m toujou ap tranble tèlman m pè. Poutan, m pa gen okenn pwoblèm ak lòt mwayen transpò yo non. M pa janm gen mal bato. M kondi machin san pwoblèm. M konn monte moto ak bisiklèt trè byen. M konn monte atò chwal ak bourik.
- Filip:** - M konprann. Kòm se ak avyon sèlman ou gen pwoblèm, n ap evite l.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Poukisa Wòzlò vle pran bato?
2. Ki mwayen transpò Wòzlò ak Filip ap itlize pou ale Miyami?
3. Ki mwayen transpò Wòzlò ak Filip ap itlize pou ale ann Ewòp?
4. Ki mwayen transpò Wòzlò ak Filip ap itlize pou vizite peyi ewòpeyen yo?
5. Ki enkonvenyan ak avantaj ki genyen lè ou pa vwayaje ann avyon?
6. Poukisa Filip vle pran avyon soti ann Ewòp pou ale ann Afrik?
7. Kijan Wòzlò santi l lè li monte avyon?
8. Apre avyon, ki lòt mwayen transpò Wòzlò pa renmen?



Yon taptap nan Pòtoprens

Enfòmasyon kiltirèl: "Pye kout pran devan".

This Kreyòl proverb literally means "People who have short legs should go ahead." But it can be understood as "Leave early if you cannot walk fast." This proverb conveys a very important message especially if you plan on using public transportation in Haiti. Haiti does not have the infrastructure for a modern working public transportation system. Generally, it takes a very long time to get on a bus or to find a cab. As there is no organized schedule and bus stops, to catch a bus or a taptap, you have to stand along the side of the road until one comes along. When you arrive at destination, you must say "mèsi" (thank you) or ring a bell for the driver to stop for you.

ANNOU PRATIKE

A. Wete sa k depaman an. Jwenn mo ki pa matche ak lòt mo yo. Lè ou jwenn mo depaman an, se pou ou di poukisa se li ou chwazi. Swiv egzanp lan ki anba a.

Egzanp: Avyon, bekàn, elikoptè, djèt

Repons: *Bekàn: paske se sèl li ki pa kouri anlè. OSWA paske tout lòt yo vole anlè.*

1. Bisiklèt, motosiklèt, tren, bekàn
2. Vwalye, bato kwazyè, kannòt, chwal
3. Bwa fouye, vwati, kamyon, bis
4. Bourik, cheval, ti moto, milèt
5. Taksi, gwo moto, taptap, bis

B. Mwayen transpò – Annou klase mwayen transpò yo nan bon kategori a. Gen yon egzanp pou chak kategori. Se pou ou konplete chak kategori ak lòt mo.

1. Transpò aeryen: *elikoptè, ...*
2. Transpò atè: *kamyon, ...*
3. Transpò maritim: *bato, ...*
4. Transpò piblik: *tren, ...*
5. Transpò pèsònèl: *bisiklèt, ...*

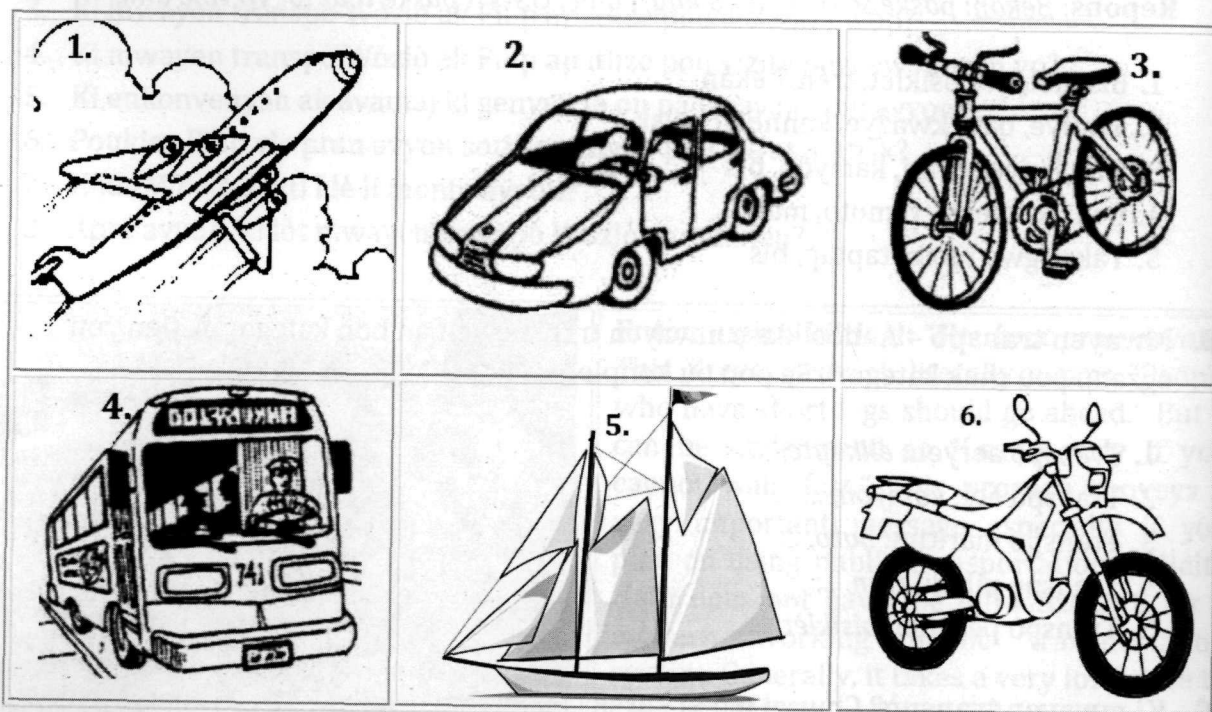
C. Ki mwayen transpò? Chwazi mo ki korèk la pami mo ki anba yo pou reponn chak kesyon.

avyon - bis - ti bato a motè - bato kwazyè - elikoptè - vwalye - kamyon - bisiklèt - bwa fouye - chwal - motosiklèt

1. Li gen de kawotchou men li pa gen motè.
2. Li kouri sou dlo men li pa gen motè.
3. Li gen kat kawotchou epi li kab pote anpil pasaje.
4. Li kouri sou dlo epi li gen yon ti motè tou piti.
5. Li kouri sou dlo men li gwo anpil. Li kab pote anpil pasaje.
6. Li gen de kawotchou epi li gen yon motè.
7. Li gen kat pye; li kab monte mòn byen.
8. Li kouri anlè epi li gen de gwo elis k ap vire sou tèt li.
9. Li kouri anlè; li gen de gwo zèl epi li bezwen anpil espas pou ateri.
10. Li kouri sou dlo men si pa gen van li pa kapab kouri.

D. Ki mwayen transpò sa a? Travay ak yon lòt etidyan pou fè egzèsis sa a. Se pou nou ekri yon deskripsyon byen detaye sou chak imaj. Apre sa a, li deskripsyon yo bay yon lòt gwoup. Lòt gwoup dwe eseye devine (guess) ki imaj nou dekri. Swiv egzanp lan.

Egzanp: Image # 1- Se yon bagay ki kab vole anlè; se pou ou ale nan aewopò pou monte ladan l. → **Respons :** Se yon avyon.



F. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Nan ki mwayen transpò ou pi renmen vwayaje? Poukisa?
2. Ki mwayen transpò ki pi chè nan peyi ou ?
3. Ki mwayen transpò ki mwens chè nan peyi ou?
4. Ki mwayen transpò ou itilize pou ou ale lekòl?
5. Ki mwayen transpò ou itilize lè ou prale nan peyi etranje.

V. Emphatic construction with fronted elements introduced by (*se pa ti; se pa de, ala*) and the emphatic adverbial *menm*

✚ **Emphatic constructions with adjectives** – You have already learned that Kreyòl uses the introducer (*se*) and repetition to stress verbal phrases. Since adjectives behave very much like verbs in Kreyòl, the process of stressing adjectives is quite similar.

✚ ***Se* with adjectives in emphatic constructions** – *Se* is also used to emphasize adjectives by repetition. To stress an adjective in a Kreyòl sentence, use the introducer *se* at the beginning followed by the negative marker (*pa*) and the quantifier (*ti*) or (*de*) and add a copy of the adjective, leaving the original adjective in its normal position in the sentence (*Se* + negative + quantifier). Consider the following examples.

| Neutral sentences | Emphatic forms | English translation of the emphatic sentences |
|----------------------|-----------------------------------|---|
| 1. Wozlò bèl. | Se pa ti bèl Wozlò bèl. | <i>Wozlò is very attractive.</i> |
| 2. Wozlò bèl. | Se pa de bèl Wozlò bèl. | <i>Wozlò is very attractive.</i> |
| 3. Machin nan sal. | Se pa ti sal machin nan sal. | <i>The car is very dirty.</i> |
| 4. Bato a gwo. | Se pa de gwo bato a gwo. | <i>The boat is very big.</i> |
| 5. Moto a kouri. | Se pa ti kouri moto a kouri. | <i>The motorcycle is very fast.</i> |
| 6. Yo travay jodi a. | Se pa de travay yo travay jodi a. | <i>They work hard today.</i> |

✚ **Note** that the emphatic construction (*Se* + negative + quantifier) can also be used with verbs as illustrated in examples # 5 and 6 above.

✚ ***Ala* with adjectives in emphatic constructions** – Adjectives may also be emphasized with *ala* and repetition. To stress an adjective with *ala*, move a copy of the adjective that you introduced with *ala* and leave the original adjective in its normal position in the sentence (*Ala* + a copy of the adjective). Consider the following examples.

| Neutral sentences | Emphatic forms | English translation of the emphatic sentences |
|----------------------|-----------------------------|---|
| 1. Lisi lèd. | Ala lèd Lisi lèd. | <i>Lisi is very ugly.</i> |
| 2. Moun sa yo janti. | Ala janti moun sa yo janti. | <i>These people are really kind.</i> |
| 3. Li sòt. | Ala sòt li sòt. | <i>He is really stupid.</i> |

✚ **Note** that the use of *ala* with verbs is rare.

- ✦ **The emphatic adverbial “menm”** – You learned that Kreyòl uses the adverb **menm** directly after a pronoun or a noun to emphasize them. You also learned that additional emphasis can be placed on a pronoun or a noun by repeating the adverb **menm**. The adverb **menm** is also used with verbal expressions to emphasize something that is unexpected or surprising. Consider the following examples.

- | | |
|----------------------------------|--|
| 1. Se mwen menm ki fè sa. | <i>I sure did that.</i> |
| 2. Se ak ou menm m ap pale. | <i>It's you I'm talking to.</i> |
| 3. Se mwen menm menn ki fè sa. | <i>I am the one who did that.</i> |
| 4. Se ak ou menm menm m ap pale. | <i>You are the one I'm talking to.</i> |
| 5. Menm prezidan an t ap danse. | <i>Even the president was dancing.</i> |
| 6. Li pa travay menm. | <i>She doesn't work at all.</i> |
| 7. Li pa menm travay. | <i>She doesn't even work.</i> |

ANNOU PRATIKE

- A. Fraz anfatik ak *se pa ti/se pa de* -** Marye kolòn I ak II. Swiv egzanp lan.

Egzanp: 1. Chofè a prese anpil. → **Repons:** c. Se pa ti kouri li kouri machin nan.

Kolòn I

1. Chofè a prese anpil.
2. Mara fèk sot makiye.
3. Bato kwazyè a kab pote anpil moun.
4. Lapli pa janm tonbe.
5. Wozlò ak Filip te al nan bal.
6. Mari travay tout jounen.
7. Papa m genyen nan loto.
8. Andre sot mache anba solèy la.
9. Adriyen te reyisi egzamen an.
10. Lanèj ap tonbe.

Kolòn II

- a) Se pa de bèl li bèl.
- b) Se pa ti sèk tè a sèk.
- c) Se pa ti kouri li kouri machin nan.**
- d) Se pa ti danse yo danse.
- e) Se pa ti kontan l kontan.
- f) Se pa de frèt mwen frèt.
- g) Se pa ti cho li cho.
- h) Se pa ti bouke li bouke.
- i) Se pa de etidye li etidye.
- j) Se pa ti gwo li gwo.

- B. Fraz anfatik ak *ala* -** Itilize **ala** pou met anfas sou adjektif yo. Swiv egzanp lan.

Egzanp: Ti dam nan bèl. → **Repons:** *Ala bèl li bèl.*

- | | |
|--------------------|------------------------|
| 1. Chwal la mèg. | 6. Limyè a klere. |
| 2. Kamyon an gwo. | 7. Solèy la cho. |
| 3. Tren an long. | 8. Adriyen piti. |
| 4. Machin nan bèl. | 9. Timoun nan frèt. |
| 5. Milèt la move. | 10. Elèv sa entelijan. |

C. Fraz anfatik ak *menm* – Ajoute *menm* apre non oswa pwonon ki nan fraz sa yo pou mete anfas sou yo. Swiv egzanp yo.

Egzanp 1: Se yo ki te fè aksidan an. → **Repons:** Se yo menm ki te fè aksidan an.

Egzanp 2: Se Filip ki te malad la. → **Repons:** Se Filip menm ki te malad la.

- | | |
|---------------------------------|-----------------------------------|
| 1. Se nan jaden an yo ye. | 6. Se nan peyi Bayamas l ap viv. |
| 2. Se Jak k ap kondwi jodi a. | 7. Se Ayisyen m ye. |
| 3. Se òdinatè sa a m vle. | 8. Se Ayiti m prale. |
| 4. Se papa m k ap pale a. | 9. Se lendi lekòl ap louvri. |
| 5. Se li ki t ap navige bato a. | 10. Se a uitè kou Kreyòl la fini. |

D. Fraz anfatik ak *menm* – Itilize *menm* pou reponn kesyon sa yo nan yon fason ki negatif. Se pou ou toujou di non *menm* jan ak egzanp lan.

Egzanp: Èske gen anpil taptap sou wout la? → **Repons:** *Non, pa gen taptap menm.*

- Èske egzamen an te fasil?
- Èske lapli tonbe souvan nan zòn nan?
- Èske ou konn jwe baskètbòl byen?
- Èske ou renmen manje diri ak pwa?
- Èske Filip konn chante?
- Èske bòs tayè sa a konn fè bon travay?

II. Consonant blends: /dl/ and /dr/

✚ /dl/ se yon konsòn doub ki trè ra nan lang Kreyòl la. Ou jwenn nan de mo sèlman ki se “*dlo*” ak “*madlèn*”. Sepandan, /dr/ pi kouran. Ou jwenn konsòn doub /dr/ la nan yon sèl silab. Li prezan nan anpil mo Kreyòl.

ANNOU PRATIKE



A. CD 2-50 – Koute epi repete mo sa yo ki gen /dr/ ladan yo.

DR, dr: *aladriv, ankadre, dra, drage, draje, dragon, drapo, dray, dren, drenaj, drese, drèt, dri, drib, dribble, drivayè, drive, kadre, madre, malandren, vandredi*



B. CD 2-51 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /dr/ ladan yo.

III. Annou li

✚ Preparing for reading

You will use language materials you know and apply techniques you learned to understand a short Kreyòl text about public transportation in Haiti.

A. Anvan ou li/koute. Think about how transportation systems of developed countries are organized. Are they similar to those of third world countries? What is different if you compare them?

✚ Here are a few words from the text you need to know to understand it

| | |
|-------------------|---|
| kastèt chinwa | <i>puzzle, a difficult problem to solve</i> |
| pi fò | <i>most</i> |
| regle biznis | <i>to take care of one's business</i> |
| kòmsadwa | <i>as it should be, properly</i> |
| aktyèlman | <i>currently</i> |
| monopòl | <i>monopoly</i> |
| chofè tèt mato | <i>bad or reckless driver</i> |
| trajè | <i>routes</i> |
| sityasyon kawotik | <i>chaotic situation</i> |

Transpò piblik ann Ayiti

Transpò piblik ann Ayiti se yon kastèt chinwa. Kòm peyi Dayiti pòv, anpil moun pa gen mwayen pou achte machin prive. Kidonk, pi fò Ayisyen se transpò piblik yo itilize chak jou pou regle biznis yo. Kouman pou moun yo fè regle biznis yo kòmsadwa si sektè transpò piblik la p ap fonksyone byen?

Aktyèlman, se sektè prive a ki gen monopòl transpò piblik la. Leta ayisyen prèske pa gen kontwòl sou sa k ap pase nan biznis sa a. Dapre Enstiti Ayisyèn Estatistik ak Enfòmatrik (IHSI), transpò piblik la se yon biznis ki bay anpil lajan. Poutan se youn nan biznis ki pi enfòmèl ki genyen nan peyi a. Depi ou gen yon machin ak yon lisans, ou gen dwa rantre nan biznis transpò piblik la. Chofè yo pa menm bezwen yon otorizasyon espesyal ki soti nan men leta. Kòm rezilta, ou jwenn yon pakèt chofè tèt mato nan lari a. Chofè sa yo fè sa yo vle. Anpil ladan yo pa respekte trajè yo ak prensip sikilasyon yo. Sa koze anpil aksidan ak anpil lòt pwoblèm. 5 10

Nan yon peyi ki genyen plis pase 10 milyon moun, li enpòtan pou leta ta pran sektè transpò piblik la an chaj. Nan sityasyon kawotik sa, leta gen tout enterè pou pran biznis sa an men. Li t ap bon e pou gouvènman an e pou popilasyon an.

Frenand Léger, June 2010

B. Linguistic cues to help you better understand the text.

➤ *The following sentences are from the text. Translate them into English:*

1. Transpò piblik ann Ayiti se yon kastèt chinwa.
2. Kouman pou moun yo fè regle biznis yo kòmsadwa si sektè transpò piblik la p ap fonksyone byen?
3. Aktyèlman, se sektè prive a ki gen monopòl transpò piblik la.
4. Chofè yo pa menm bezwen yon otorizasyon espesyal ki soti nan men leta.
5. Kòm rezilta, ou jwenn yon pakèt chofè tèt mato nan lari a.
6. Nan yon peyi ki genyen plis pase 10 milyon moun, li enpòtan pou leta ta pran sektè transpò piblik la an chaj.

C. Lè ou fin li. Reponn kesyon sa yo an Kreyòl dapre enfòmasyon ki nan tèks la.

1. Poukisa anpil moun pa gen machin prive ann Ayiti?
2. Èske se leta oswa sektè prive a ki gen kontwòl transpò piblik la?
3. Kisa ou bezwen pou ou kab rantre nan biznis transpò piblik la?
4. Poukisa gen yon pakèt chofè tèt mato nan lari a?
5. Poukisa gen anpil aksidan nan lari a?

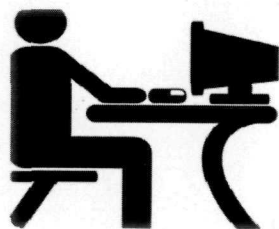
D. Lè ou fin reponn kesyon yo. Reli repons ou yo pou fè tout koreksyon nesèsè avan ou pataje yo ak lòt etidyan nan klas la.

Leson 3 : Bon vwayaj!

- Language aim: **Buying tickets and dealing with immigration and customs**
- Vocabulary: **Ekpresyon ak mo ki gen rapò ak vwayaj, imigrasyon ak ladwàn**
- Grammar and structures: **Negative adverbs (menm, ditou, ankò, janm, poko)**
- Pronunciation and spelling: **Consonant blends: fl; fr**
- Writing and Speaking: **Nan yon ajans de vwayaj**

I. Vwayaj nan peyi etranje!

Wozlò ak Filip ap vwayaje nan peyi etranje. Yo pral pran avyon pou ale nan plizyè peyi. Pou yo kab monte nan avyon an pou pati, gen anpil fòmalitye pou yo ranpli.



L ap chache tikè sou Entènèt.



Y ap achte tikè nan yon ajans vwayaj.



Ayewopò entènasyonal



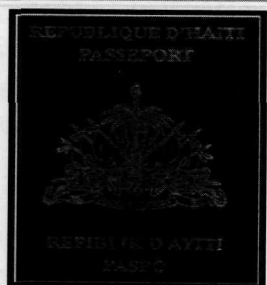
Fòk yo pase ladwàn



Y ap fouye valiz li nan sekirite a.



Yon chèk de vwayaj



Yon paspò ayisyen



Yon kat anbakeman



Yon tikè/biyè avyon

✚ **Itilize mo ak ekspresyon sa yo pou pale de vwayaj nan peyi etranje**

| | | | |
|-------------------------------------|--------------------------------------|------------------|--------------------|
| ajan dwanye | customs officer | yon kat de kredi | a credit card |
| ale an vakans | to go on vacation | imigrasyon | Immigration |
| anrejistre bagaj yo | to check in | pase ladwàn | to pass customs |
| fè yon sejou | to spend time | pòt anbakeman | the boarding gates |
| pran konje | to take days off | pòt darive | the arrival gates |
| fè yon rezèvasyon | to make a reservation | premyè klas | first class |
| pran yon tren (bato, bis, taksi...) | to take a train (boat, bus, taxi...) | yon itinerè | an itinerary |
| yon biyè elektwonik | an e-ticket | yon vòl | a flight |
| yon biyè aleretou | a round-trip ticket | klas touris | tourist class |
| yon biyè alesenp | a one-way ticket | gid touristik | a guidebook |
| yon valiz | a suitcase | yon plan | a city map |
| yon kat bank | a debit card | estasyon tren | train station |
| | | otèsdelè | flight attendant |



CD 2-52 – DJALÒG

- *Wozlò ak Filip rive an Frans. Yo nan ayewopò devan yon ofisye imigrasyon k ap poze yo kesyon. Koute konvèsasyon an.*

- Ofisye:** - Bonjou madam. Paspò silvouplè.
- Wozlò:** - Bonjou mesye. Fòk m ba w toulede paspò yo oswa pa m nan sèlman?
- Ofisye:** - Èske ou menm ak mesye a se de moun marye?
- Wozlò:** - Wi nou marye.
- Ofisye:** - Ebyen, ou mèt ban m toulede paspò yo an menm tan.
- Wozlò:** - Men yo wi.
- Ofisye:** - Kisa nou vin fè an frans?
- Wozlò:** - Se touris nou vin fè. Nou vini pou n kab vizite Latou Efèl, Mize Lelouv, Notredam, Vèsay, Chan Elize elatriye.
- Ofisye:** - Konbyen tan nou gen lentansyon pase an frans?
- Wozlò:** - N ap pase de semenn sèlman.
- Ofisye:** - Ki kote n ap rete pandan de semenn sa yo?
- Wozlò:** - N ap pase yon semenn Pari epi yon semenn Nis.
- Ofisye:** - Èske ou kab ban m adrès kote n ap rete a Pari a?
- Wozlò:** - Wi mesye. Se nan Otèl Bèl Ami ki nan Ri Sen Benwa n ap rete.
- Ofisye:** - Men paspò yo. M swete nou byenveni an Frans. Amize nou byen.
- Wozlò:** - Mèsi anpil. Orevwa!

⬇ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Poukisa ofisye imigrasyon an mande Wòzlò si l marye ak Filip?
2. Kisa Wòzlò ak Filip pral fè an Frans?
3. Ki sit touristik yo pral vizite a Pari?
4. Konbyen jou Wòzlò ak Filip ap pase a Pari?
5. Kibò yo pral abite a Pari?
6. Èske ajan imigrasyon an te janti ak Wòzlò? Jistifye repons ou a.

- ⬇ **Enfòmasyon kiltirèl:** To visit Haiti, a tourist visa is not required for stays up to three months except for citizens from a few countries like the Dominican Republic, Colombia, Panama and China. However, Haitian citizens need a visa to go almost everywhere in the world. This is probably due to the poor situation of the Haitian economy.

ANNOU PRATIKE

- A. **Vwayaj nan peyi etranje** – Kisa ou fè avan ou pati, pandan w ap pati ak lè ou rive? Travay an gwoup pou mete aksyon sa yo annòd. Ekri nimewo soti nan 1 rive nan 6. Ou gen premye repons lan kòm egzanp.

Avan ou pati

- _____ Gade si ou pa bliye tikè a.
- _____ Ranje valiz yo.
- _____ Fè rezèvasyon an nan yon ajan de vwayaj.
- _____ Chache tikè sou Entènèt.
- _____ 1 _____ Ekonomize lajan pou vwayaj la.
- _____ Gade si paspò ou pa ekspire.

Nan ayewopò a lè w ap pati

- _____ Pase sekirite.
- _____ Al anrejistre bagaj yo.
- _____ 1 _____ Gade si ou gen tout pyès ou bezwen.
- _____ Monte nan avyon an.
- _____ Gade si w pa gen anyen ki entèdi nan bagaj amen yo.
- _____ Chache sal datant lan ki tou pre pòt anbakeman an.

Nan ayewopò lè ou rive

- _____ Pase ladwàn
- _____ Al chache bagaj ou.
- _____ Pase imigrasyon.
- _____ Mete bagaj ou sou yon charyo
- _____ Soti nan ayewopò pou pran yon taksi.
- _____ 1 _____ Desann avyon an.

B. Wete sa k depaman an. Travay ak yon lòt etidyan pou ou eseye jwenn mo ki pa matche ak lòt mo yo. Lè ou jwenn mo depaman an, se pou ou di poukisa se li chwazi. Swiv egzanp lan ki anba a.

Egzanp: Fè yon sejou, ale an vakans, ~~rete nan kay~~, pran konje

Repons: *rete nan kay: Se sèl li ki pa enplike vwayaj.*

1. Fè rezèvasyon, achte biyè sou Entènèt, fè yon sejou, ale nan ajan de vwayaj
2. Pase ladwàn, pase vakans, pase imigrasyon, pase sekirite
3. Pran tren, pran vakans, pran avyon, pran bato
4. Yon biyè lotri, yon biyè elektwonik, yon biyè aleritou, yon biyè ale senp
5. Sejou, bagaj, valiz, malèt
6. Chèk de vwayaj, paspò, kat de kredi, kat bank
7. Ayewopò, estasyon tren, estasyon bis, estasyon radyo
8. Itinerè, kat anbakeman, tikè, plan

C. Lè w ap vwayaje nan avyon. – Chwazi mo oswa ekspresyon ki pi lojik la pou ranpli espas vid yo nan chak fraz ki anba yo.

**paspò - pase vakans - ayewopò - valiz - itinerè - pase sekirite - ajans de vwayaj -
pase ladwàn - chèk de vwayaj- biyè ale senp - premyè klas**

1. Moun yo ale nan yon _____ pou fè rezèvasyon epi achte biyè avyon yo.
2. Lè pasaje yo rive, fòk yo _____ pou deklare bagay yo pote nan valiz yo.
3. Moun yo pran konje yon mwa pou y al _____ an Frans.
4. _____ se kote ou ale pou pran avyon lè w ap pati lòtbò dlo.
5. _____ se dokiman ki gen lè, dat ak destinasyon kote w ap vwayaje yo.
6. Lè w ap vwayaje nan avyon, pwa chak _____ pa dwe depase 50 liv.
7. Lè w ap pran avyon, fòk ou _____ pou yo kab fouye w.
8. Lè w ap vwayaje, fòk ou itilize _____ ak kat de kredi olye de lajan kach.
9. M ap vwayaje nan klas touris paske li mwen chè pase _____.
10. Lè w ap pase imigrasyon, fòk ou montre _____ ak viza ki ladan l lan.

D. Ki dokiman ou bezwen? Di ki dokiman ou bezwen pou fè bagay sa yo lè w ap vwayaje. Reponn menm jan ak egzanp lan.

Egzanp: Se dokiman ou achte sou Entènèt avan ou vwayaje.

Repons : *Se biyè elektwonik*

1. Se dokiman ofisyèl ofisye imigrasyon mete so ak viza sou li.
2. Se dokiman ou achte nan ajans de vwayaj avan ou pran avyon.
3. Se dokiman yo ba ou lè ou fin tcheke valiz ou. San li ou pa ka monte nan avyon an.
4. Se dokiman ki gen lè, dat ak non tout kote ou prale yo.
5. Se dokiman ou bezwen pou w kab fè depans nan peyi etranje.
6. Se dokiman ki gen plan peyi oswa vil kote ou prale ak lòt enfòmasyon ankò.
7. Se dokiman ki endike nò ak sid epi li gen non tout ri nan vil kote ou prale a.

E. Ki kote yo fè bagay sa yo? Di kibò yo fè bagay sa yo lè w ap vwayaje. Reponn menm jan ak egzanp lan.

Egzanp: Se kote ou al pran viza ki pèmèt ou al nan lòt peyi legalman.

Repons : *Se biwo konsila oswa anbasad.*

1. Se kote ou ale pou achte tikè avyon ou avan ou pati.
2. Se kote ou ale pou al pran tren lè aw ap pati.
3. Se kote ou ale pou yo kab fouye w ak tout valiz ou.
4. Se kote ou ale pou pran avyon lè w ap pati nan lòt peyi.
5. Se kote ou ale pou pran bis lè w ap vwayaje pa lawout.
6. Se kote ou ale pou chita tann jiskaske ou kab anbake nan avyon an.
7. Se kote ou pase lè avyon an rive pou w kab deklare sa k nan valiz ou.
8. Se kote nan ayewopò a yo ba ou otorizasyon pou rantre nan peyi kote ou ale a.

F. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Ki nasyonalite ou?
2. Konbyen fwa ou vwayaje al nan peyi etranje deja?
3. Èske ou bezwen yon viza pou w ale vizite lòt peyi?
4. Èske ayewopò a lwen kote ou abite a?
5. Ki mwayen transpò ou konn itilize pou ale nan ayewopò a?
6. Lè ou tounen soti nan peyi etranje, èske ajan dwanye yo bay anpil pwoblèm?

II. Negative adverbs (**menm**, **ditou**, **ankò**, **nonplis**, **janm**, **poko**)

- ✦ You learned that Kreyòl uses the negative adverb (**pa**) to create negative sentences. While (**pa**) is the most common Kreyòl negative adverb, there are a number of others which follow practically the same grammatical rules.

- ✦ **Negative adverbs: menm, ditou, ankò, nonplis** – **Menm** and **ditou** (not at all), **ankò** as (anymore) and **nonplus** (neither/ not either) behave the same way as their English equivalents. They usually follow the verb in the sentence. Consider the following examples.

- | | |
|--|---|
| 1. Wozlò pa renmen avyon <u>menm</u> . | - Wozlò does not like plane <u>at all</u> . |
| 2. Li pa pale <u>ditou</u> . | - She does not speak <u>at all</u> . |
| 3. Filip pa vle pale <u>nonplis</u> . | - Filip does not want speak <u>either</u> . |
| 4. Yo p ap vwayaje <u>ankò</u> . | - They are not travelling <u>anymore</u> . |

- ✦ **Negative word menm as adverb and adjective** – unlike the three other negative adverbs (**ditou**, **ankò**, **nonplis**), **menm** also functions as an adjective sometimes. In such a case, it means (same). As a negative adverb, **menm** can also be translated as (even) and (even if). Consider the following examples.

- | | |
|---|---|
| 1. W ap fòse fi a vwayaje tandiske w konnen li pa <u>menm</u> renmen avyon. | - You are forcing the lady to travel when you know she does not <u>even</u> like plane. |
| 2. <u>Menm</u> gwo valiz yo, yo pa fouye. | - They did not search <u>even</u> the big bags. |
| 3. Filip ak Wozlò pran <u>menm</u> vòl. | - Filip and Wozlò took the <u>same</u> flight. |
| 4. Kite valiz yo <u>menm</u> si m pa la. | - Leave the bags <u>even if</u> I am not there. |

- ✦ **Negative adverbs: janm and poko** –In contrast to the other negative adverbs **janm/janmen/jamè** translated as (ever, never) and **poko/pako** as (not yet, still not) always occur before the verb in the sentence. Consider the following examples.

- | | |
|----------------------------------|--|
| 1. Wozlò pa p janm renmen avyon. | - Wozlò will never like plane. |
| 2. Èske ou janm al ann Afrik? | - Have you ever traveled to Africa? |
| 3. Filip pa janm monte bisiklèt. | - Filip never rides a bicycle. |
| 4. Yo poko pase ladwàn. | - They have not been to immigration yet. |
| 5. M poko dòmi. | - I am still not sleeping. |

- ✦ **Note** that (**pa**) cannot be used with **janm** in interrogative sentences as illustrated in sentence number 2. Also note that (**pa**) is never used with **poko/pako**.

ANNOU PRATIKE

A. Mo negatif yo - Marye kolòn I ak II. Swiv egzanp lan.

Egzanp: 1. Plim elèv la pèdi.

→ **Repons: h)** Li pa ka ekri ditou.

Kolòn I

Kolòn II

1. **Plim elèv la pèdi.**

2. Wozlò rayi vwayaje anlè.

3. Filip pa gen lisans.

4. Adriyen te pran pinisyon nan lekòl la.

5. Ofisye ladwàn yo pa fè travay yo byen.

5. Filip ak Wozlò monte avyon an ansanm.

6. Mari pa reyisi egzamen bakaloreya a.

7. Kabann Mari pa janm ranje.

8. Wobè ap etidye medsin toujou.

9. Yo arete Jak mete l nan prizon pou lavi.

10. Fi a vin gra anpil.

a) Li poko kab kondwi machin.

b) Menm gwo valiz yo, yo pa fouye.

c) Yo pran menm vòl.

d) Se paske li pa fè espò ditou.

e) Li se etidyan; li poko doktè.

f) Se paske li pa t janm etidye.

g) Chanm li pa janm fèt nonplis.

h) Li pa ka ekri ditou.

i) Yo p ap janm lage l.

j) Li di li p ap fè dezòd ankò.

k) Li p ap monte avyon menm.

B. Ann itilize mo negative yo! – Chwazi sa ki pi apwopriye a nan sis mo negatif sa yo pou w konplete chak fraz ki anba yo. Ou kab sèvi ak menm mo a plizyè fwa. Swiv egzanp lan.

menm - ditou - ankò - nonplis - janm - poko

Egzanp: Wozlò te renmen avyon lontan men kounye a li pa renmen avyon _____.

Repons: Wozlò te renmen avyon lontan; men kounye a li pa renmen avyon ankò.

1. Ofisye ladwàn yo parese anpil; _____ gwo valiz yo, yo pa fouye.

2. Wozlò pa pale ditou nan avyon an; Filip pa janm pale _____.

3. Filip fòse Wozlò vwayaje anlè tandiske l konnen fi a pa _____ renmen avyon.

4. Manman m ak papa m vwayaje ansanm; yo pran _____ avyon.

5. Wozlò pa p _____ renmen avyon jouk li mouri.

6. Filip te rich paske l te genyen nan loto; men aktyèlman li pa gen lajan _____.

7. Ou mèt kite liv yo pou mwen _____ si m pa lakay la.

8. Bis Okay yo pa janm anreta; sa k fè trajè Okap yo pa janm anreta _____.

9. Apre aksidan an, Adriyen deside pou l pa _____ monte bisiklèt nan lari ankò.

10. Avyon an fèk ateri; yo _____ pase imigrasyon ak ladwàn.

11. Èske ou _____ vizite peyi azyatik yo?

12. M kouche sou kabann m ap li; m _____ dòmi.

C. **Ann reponn kesyon!** – Reponn chak kesyon sa yo ak youn nan mo negatif sa yo : **menm** – **ditou** – **ankò** – **nonplis** – **janm** – **poko**. Swiv egzanp lan.

Egzanp: Papa m pa jenn; èske papa w jenn? → **Repons:** Non, papa m pa jenn nonplis.

1. Èske ou pase imigrasyon deja?
2. Èske ou kondwi chak jou?
3. Èske ou renmen monte avyon?
4. Ak tout pwoblèm politik sa yo, èske ou prale ann Ayiti?
5. Èske manman w prale Kanada?
6. Èske ou monte tren deja?
7. M sonje ou te konn jwe foutbòl ; èske ou toujou jwe?
8. Mari pa al lekòl; èske Adriyen ale?

III. Consonant blends: /fl/ and /fr/

✚ /fl/ ak /fr/ se konsòn doub ou jwenn nan yon sèl silab. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



A. CD 2-53 – Koute epi repete mo sa yo ki gen **fl**/ak **fr**/ ladan yo.

FL, fl: *flach, flache, flagran, flaman, flamengo, flan, flanbe, flanbo, flanm, flann, flannen, flate, flay, flè, flèch, flechi, fleri, fleris, flit, flite, flòch, flote, flou*

FR, fr: *frajil, fragmente, frakase, franch, franchiz, frape, frè, frèch, frèz, frekan, frèt, fred, fren, frennen, fredone, fri, frikase, friksyonnen, fritay, frite, friz*



B. CD 2-54 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /fl/ ak /fr/ ladan yo.

IV. Annou ekri epi pale

✦ Preparing a role play in a travel agency

In this activity, you and a partner will use what you have learned to prepare and do a role play which takes place in a travel agency.

Nan yon ajans de vwayaj

- A. Anvan ou ekri.** You and your partner must think about a typical conversation between a customer interested in buying tickets and a travel agent. One student will play the role of the customer and the other, the travel agent. Think about what would each person say in this specific situation.
- B. Ann ekri.** After deciding which part each person is going to play, write down a list of at least six questions you would ask your partner as well as six possible answers to your questions. Besides your own ideas, the conversation must include information about:
- ✓ Advice on destinations and travel packages
 - ✓ Travel arrangements: hotel accommodations, car rentals, and tours
 - ✓ Type of trip: personal or business trip?
 - ✓ Ticket price: whether expensive or cheap?
 - ✓ Ticket type: one-way or round trip?
 - ✓ Destination: countries and cities
- C. Lè ou fin ekri.** Re-read your questions and answers carefully to make sure they are correctly formulated. Is there something else you want to add or remove? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections before you practice it with your classmate. Then, be ready to act out your dialogue in front of the class.

Leson 4 : Nan otèl Vila Kreyòl

- Language aim: **Making arrangements for lodging**
- Vocabulary: **Ekpresyon ak mo pou pale de chanm otèl**
- Grammar and structures: **Negative determiner and pronouns**
- Pronunciation and spelling: **Consonant blends: gl; gr; gz, gb and gd**
- Writing: **Piblisite pou yon otèl w ap louvri**

I. Nan ki otèl n ap desann?



✦ **Itilize mo ak ekspresyon sa yo pou pale de otèl ak lòt kalite lojman**

| | | | |
|-------------------|--------------------------------|-----------------|--------------------------|
| anile rezèvasyon | <i>to cancel a reservation</i> | kabann yon plas | <i>single bed</i> |
| ba | <i>bar, café</i> | nòt | <i>bill</i> |
| boungalo | <i>bungalow</i> | otèl senk etwal | <i>five star hotel</i> |
| chanm otèl | <i>hotel room, unit</i> | pakin | <i>parking</i> |
| chanm endividyèl | <i>single room</i> | pin | <i>swimming pool</i> |
| chanm disponib | <i>room available</i> | poubwa | <i>tip</i> |
| chanm doub | <i>double room</i> | restoran | <i>restaurant</i> |
| diskotèk | <i>discotheque</i> | sal konvansyon | <i>convention hall</i> |
| fè yon depo | <i>to pay a deposit</i> | resepsyon | <i>hotel lobby</i> |
| fè yon rezèvasyon | <i>to make a reservation</i> | resepsyonis | <i>clerk, concierge</i> |
| konplè | <i>full</i> | sal espò | <i>gymnasium</i> |
| kle chanm | <i>room key</i> | sal datant | <i>waiting room</i> |
| kòfrefò | <i>safe</i> | suit | <i>suite</i> |
| kabann de plas | <i>double bed</i> | vi sou lanmè | <i>sea or ocean view</i> |

CD 2-55 - DJALÒG



- *Wozlò ak Filip rive nan otèl kote yo desann nan a Pari a. Wozlò nan resepsyon an ap pale ak resepsyonis lan. Koute konvèsasyon an.*

- clerk:** - Mesye dam, byenveni nan otèl Bèl ami! M kab ede nou soupe?
- Wozlò:** - *Wi mesye. M te rezève yon chanm nan otèl la pou jodi a.*
- clerk:** - Sou ki non ou te fè rezèvasyon an madam?
- Wozlò:** - *Wozlò Petitòm. Non an se Wozlò epi siyati a se Petitòm.*
- clerk:** - Ban m wè. Oke! M jwenn li. Rezèvasyon pou Wozlò Petitòm; yon chanm ak yon kabann de plas pou sis nuit.
- Wozlò:** - *Wi se sa. Men èske nou kab rantre nan chanm nan kounye a? Vwayaj la te fatigan anpil. Nou bezwen al repoze.*
- clerk:** - Wi madam. M pral voye n ale byen vit. M bezwen yon kat de kredi ak yon pyès didantite silvouplè.
- Wozlò:** - *Kite m ba ou paspò mwen. Men chanm nan peye deja. Poukisa ou mande m kat de kredi a?*
- clerk:** - Kat de kredi se pou garanti. Gen otèl ki mande kliyan yo pou yo fè yon depo lajan. Isit la nou pa pran kach. Se sa k fè nou mande pou kliyan yo bay yon kat de kredi.
- Wozlò:** - *Donk, si m byen konprann, nou pa p pran lajan sou kat la?*
- clerk:** - Non madam, nou p ap pran lajan sou li. N ap pran lajan sou kat la sèlman si ou fè long distans nan telefòn nan oswa si yon bagay pèdi oswa kraze nan chanm nan.
- Wozlò:** - Oke ! M konprann. Men ! Sa se yon kat de kredi viza.
- clerk:** - Mèsi madam. M prèske voye w ale. Ban m yon minit..... Se nan chanm nimewo venn twa ou ye. Li nan dezyèm etaj la.
- Wozlò:** - A kilè yo sèvi dejene a nan maten?
- clerk:** - Dejene a sèvi soti uitè pou rive dizè nan maten. W ap jwenn yon dokiman sou biwo ki nan chanm nan. Li gen tout enfòmasyon enpòtan sou otèl la. M swete nou yon bon sejou a Pari.
- Wozlò:** - Mèsi anpil mesye. Orevwa.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Kijan yo rele otèl kote Wòzlò ak Filip desann a Pari a?
2. Ki non Wòzlò te bay lè li t ap fè rezèvasyon otèl la?
3. Ki kalite chanm Wòzlò te rezève?
4. Pou konbyen jou Wòzlò te fè rezèvasyon otèl la?
5. Èske Wòzlò te tou peye pou chanm nan lè li te fè rezèvasyon otèl la?
6. Poukisa resepsyonis la mande kat de kredi a?
7. Dapre resepsyonis la, ki kote Wòzlò ak Filip ap jwenn enfòmasyon sou otèl la?
8. Èske ou kwè resepsyonis la fè travay li byen? Poukisa?



The National Highway # 2 and a big mountain in background

Enfòmasyon kiltirèl: "*Dèyè mòn gen mòn*" is a Haitian proverb which translates as "behind mountains there are mountains". The proverb can be understood two ways. If you consider the word mountain in its literal meaning, the proverb means that there are a lot of mountains in Haiti. Haiti is in fact a very mountainous country. It has the third and the fourth highest mountains in the Caribbean following its neighbor, the Dominican Republic, which has the first two. However, the word mountain also has a figurative meaning in this proverb. Haitians generally use the proverb "*Dèyè mòn gen mòn*" to refer to a never-ending mountain hike which is in reality a series of problems and difficulties they encounter in everyday life. In this sense, the proverb can be translated as "As soon as you solve one problem, another one appears."

ANNOU PRATIKE

A. Rezèvasyon otèl – Wozlò telefòn Otèl Vila Kreyòl pou l fè yon rezèvasyon. Mete fraz yo nan lòd kwonolojik. Ou gen premye ak katyèm repons lan kòm egzanp.

- a) ____ Lè yo reponn, mwen mande yon chanm doub nan premye etaj.
- b) ____ Fi a di m pa gen chanm disponib nan premye etaj la. Men genyen nan senkyèm etaj.
- c) ____ Yo remande m nimewo kat de kredi pou yo kab finalize rezèvasyon an.
- d) 1 Dabò, mwen rele Otèl Vila Kreyòl pou m fè yon rezèvasyon.
- e) ____ Donk li ban m yon chanm nan dezyèm etaj.
- f) ____ Apre sa a, otèl la rele m pou di m fi a te fè yon erè, gen chanm disponib nan premye etaj la.
- g) 4 M di l m pa vle monte nan senkyèm etaj.
- h) ____ Yo anile premye rezèvasyon m nan pou yo kab mete nan premye etaj la.

B. Kisa yo ye? - Marye kolòn I ak kolòn II. Se pou ou jwenn definisyon oswa deskripsyon nan kolòn II ki matche ak sa ki nan kolòn I. Swiv egzanp lan.

Egzanp : 1. Kòfrefò → **Answer:** j. Se kote ou sere lajan ak bijou.

Kolòn I

1. Kòfrefò
2. Diskotèk
3. Ba
4. Sal espò
5. Kabann yon plas
6. Poubwa
7. Resepsyon
8. Sal datant
9. Nòt
10. Rezèvasyon

Kolòn II

- a) Se kote moun al bwè tafia (have a drink).
- b) Se yon ti lajan ou bay moun ki sèvi w.
- c) Se kote nan otèl la pou al peye pou chanm nan.
- d) Se dokiman ki di konbyen lajan pou w peye.
- e) Se kote pou ou ale naje.
- f) Se pou ou fè sa avan ou rive nan otèl la.
- g) Se yon sèl moun ki konn dòmi sou sa.
- h) Se kote moun al fè egzèsis.
- i) Se kote pou moun al danse.
- j) Se kote ou sere lajan ak bijou.**
- k) Se kote nan otèl la ou chita tann.

C. Nan otèl Vila Kreyòl – Chwazi mo oswa ekspresyon ki pi lojik la pou ranpli espas vid yo nan chak fraz ki anba yo.

nòt – otèl – kòfrefò – chanm doub – kle chanm – anile rezèvasyon – diskotèk – kabann yon plas – otèl senk etwal – poubwa

1. Wozlò ak Filip te rezève yon _____ pou yo kab gen ase espas.
2. Yo te desann nan yon bèl _____ nan vil Pari.
3. Moun yo pa deside al nan otèl la ankò ; kidonk yo _____ an.
4. Wozlò gen anpil lajan pou l peye kòfrefò; se nan yon _____ li vle desann.
5. Nèg la mande yon _____ paske se sèl li menm k ap dòmi sou li.
6. Wozlò bezwen lajan pou l kab bay nèg ki pote valiz yo yon ti _____.
7. Moun yo bezwen yon _____ pou mete lajan ak bijou yo an sekirite.
8. Filip pa kapab louvri pòt la paske li pèdi _____ nan.
9. Lè moun yo fin manje nan restoran an, yo mande _____ la pou yo kab peye.
10. Filip di li prale nan _____ pou li al fè yon ti danse.

D. Ann fè yon ti konvèsasyon! Imajine ou pase vakans ann Ayiti. Ou te desann nan yon bèl otèl. Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn.

1. Ki dènye fwa ou te pran vakans?
2. Ki kote ou te ale? Nan ki peyi/vil?
3. Nan ki otèl ou te desann?
4. Konbyen jou ou te pase nan otèl la?
5. Kouman otèl la te ye ? Pale de chanm nan ak sèvis la.
6. Èske ou te oblije bay kat de kredi kòm depo? Èske yo te pran lajan sou li?

II. Negative determiners and pronouns

- ✚ **Negative determiners: *okenn* and *pyès*** – Negative determiners *okenn* and *pyès* translated in English as (no or any) are also called indefinite negative adjectives. In the sentence, they usually precede a noun that they negate. Consider the following examples.

- | | |
|---|---|
| 1. Wozlò p ap pran <u>okenn</u> avyon. | - <i>Wozlò will not take <u>any</u> plane.</i> |
| 2. <u>Okenn</u> avyon pa t vole jou sa a. | - <i><u>No</u> plane flew that day.</i> |
| 3. Filip pa t jwenn <u>pyès</u> valiz. | - <i>Filip did not find <u>any</u> suitcase.</i> |
| 4. <u>Pyès</u> otèl pa t louvri avanyè. | - <i><u>No</u> hotel was open the day before yesterday.</i> |

- ✚ **Negative pronouns: *anyen* and *pèsonn*** – Negative pronouns *anyen* (nothing or anything) and *pèsonn* (no one, anyone, nobody or anybody) are used to replace a noun or a noun phrase and make it negative. These two words behave the same way as nouns. They function as subject or object in the sentence. Consider the following examples.

- | | |
|---|--|
| 1. <u>Anyen</u> pa t pase nan otèl la yè. | - <i><u>Nothing</u> happened in the hotel yesterday.</i> |
| 2. Resepsyonis la pa t wè <u>anyen</u> . | - <i>The clerck did not see <u>anything</u>.</i> |
| 3. <u>Pèsonn</u> pa t vini nan chanm nan. | - <i><u>Nobody</u> showed up to the room.</i> |
| 4. Filip pa t wè <u>pèsonn</u> nan otèl la. | - <i>Filip did not see <u>anybody</u> in the hotel.</i> |

- ✚ **Note that (*pa*)** is always used with *anyen* and *pèsonn* whether they function as subject or object in the sentence.

ANNOU PRATIKE

A. **Mo negatif yo** - Marye kolòn I ak II. Swiv egzanp lan.

Egzanp: 1. Ekriven an pa wè plim ak papyè l. → **Repons: h)** Li pa ka ekri anyen.

Kolòn I

1. **Ekriven an pa wè plim ak papyè l.**
2. Wozlò pa renmen vwayaje anlè.
3. Filip pa gen lisans.
4. Avyon yo vwayaje vid.
5. Ofisye ladwàn yo pa p fè travay yo.
6. Pa gen moun k ap vwayaje.
7. Manmi Lisi pa janti ditou.
8. Yo vòlè tout bagay nan kofrefò a.
9. Kanè bank Wobè vid.
10. Tout bagay anpàn nan chanm nan.

Kolòn II

- a) Li pa kab kondwi pyès machin.
- b) Yo pa fouye okenn valiz.
- c) Filip pa wè pèsonn nan ayewopò a.
- d) Se paske pèsonn pa manje.
- e) Li pa gen pyès lajan sou kont li.
- f) Se sa k fè pèsonn pa renmen l.
- g) Kounye a, pa gen anyen ladan l.
- h) Li pa ekri anyen**
- i) Anyen pa p fonksyone ladan l.
- j) Pèsonn pa t monte ladan yo.
- k) Li p ap monte okenn avyon.

B. **Ann itilize mo negative yo!** – Chwazi sa ki pi apwopriye a nan sis mo negatif sa yo pou w konplete chak fraz ki anba yo. Ou kab sèvi ak menm mo a plizyè fwa. Swiv egzanp lan.

okenn – pyès – anyen – pèsonn

Egzanp: Avyon an te vid paske _____ pa t monte ladan l.

Repons: Avyon an te vid paske _____ **pèsonn** _____ pa t monte ladan l.

1. Ofisye ladwàn yo parese paske yo pa fouye _____ valiz.
2. Ekriven an pa ekri _____ liv paske li pa gen plim ak papyè _____
3. Filip grangou anpil paske li pa manje _____.
4. Wozlò fèmen televizyon an paske pa gen _____ bon pwogram ladan l.
5. Fi a fèmen bouch li; li pa janm pale paske li pa gen _____ pou l di.
6. Lontan Wozlò te rich, men kounye a, li pa gen _____ lajan.
7. Adriyen pa reyisi egzamen an paske li pa t etidye _____ leson.
8. _____ pa renmen Lisi paske li pa janti.

C. Ann reponn kesyon! – Reponn chak kesyon sa yo ak youn nan mo negatif sa yo : **okenn** – **pyès** – **anyen** – **pèsonn**. Ou kab itilize menm mo a plizyè fwa. Swiv egzanp lan.

Egzanp: Èske gen anpil moun nan biwo ladwàn nan? → **Repons:** *Non, pa gen pèsonn.*

1. Èske ou te wè anpil moun nan ayewopò a?
2. Konbyen machin ou genyen.
3. Ak ki moun ou te pale nan avyon an?
4. Ki manje yo te bay pandan vòl la?
5. Nan ki peyi ou prale lane pwochenn?
6. Ki sa k genyen?

III. Consonant blends: /gl/ ; /gr/ ; /gz/ ; /gb/ and /gd/

✚ /gl/ ak **gr/** se konsòn doub ou jwenn nan yon sèl silab. Men, se nan de silab youn kole ak lòt ou jwenn konsòn doub /gb/ ; /gz/ ak /gd/. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl. Men, se nan kèk non pwòp tankou non lespri vodou **Atibon Legba** ak **Bagdad** ou jwenn /gb/ ak /gd/.

ANNOU PRATIKE



A. CD -56 – Koute epi repete mo sa yo ki gen /gl/, /gr/ ak /gz/ ladan yo.

GL, gl: *glann, glas, glase, glasi, glasiye, glasyè, glikoz, glisad, glise, gliserin, gbb, global, globalman, globalize, glwa.*

GR, gr: *agraf, agrandi, agrave, agrese, agreyab, agrikòl, gra, gradye, graje, gram, gramè, grandi, granmoun, grann, grenn, grès, grif, griye*

GZ, gz: *egzagòn, egzajere, egzamen, egzanp, egzante, egzakteman, egzema, egzèsis, egzibisyon, egzije, egzijans, egzile, egziztans*



B. CD 2-57 – **Yon ti dikte.** Koute epi ekri fraz sa yo ki gen /gl/, /gr/, /gz/ /gb/ ak /gd/ ladan yo.

IV. Annou ekri

✦ *Piblisite pou yon otèl w ap louvri*

You will use what you have learned in class to create an advertisement poster for a hotel you are going to open.

A. Anvan ou ekri. You and two other classmates are going to open a new hotel. You must create an advertisement with information to promote your hotel. Think about hotel advertisements you've seen before. What kind of information you usually see in them. How are they formatted?

B. Ann ekri. Design your advertisements. Include the following information.

Q. Non otèl la

R. Kote li ye

S. Konbyen etwal li genyen

T. Konbyen chanm ak suit ki genyen

U. Pri chanm ak suit yo pa nuit

V. Enfòmasyon sou tout sèvis yo ofri nan otèl la

C. Lè ou fin ekri. Re-read your advertisement. Is there something else you want to add or remove? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

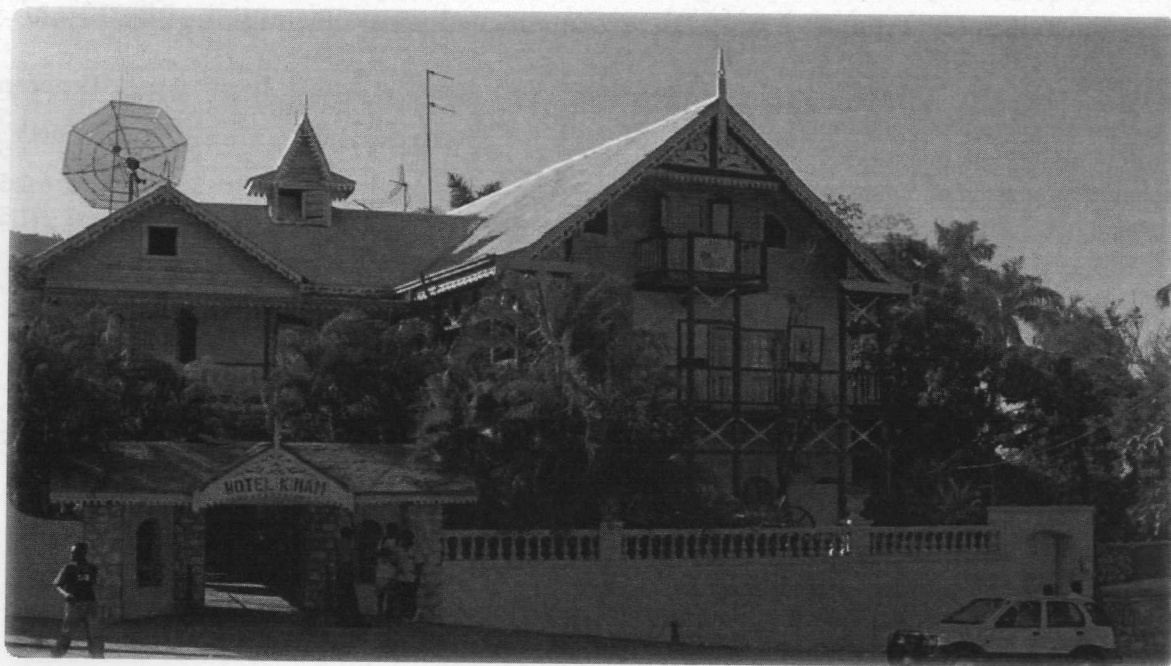
Dosye sosyokiltirèl

Accommodation and Lodging for travelers to Haiti



Otèl Oloffson, Pòtoprens

There are several accommodation options in Haiti. If you are visiting Haiti for business, you will definitely want to stay in a hotel close to Port-au-Prince, the nation's largest financial center. Port-au-Prince is also one of the main tourist destinations in Haiti. Port-au-Prince hotels are suitable for both leisure and business travelers. Some of the popular Port-au-Prince hotels are Visa Lodge, Hotel Oloffson, Le Plaza Hotel, Park Hotel and Auberge du Quebec. However, If you want to avoid the heat of Port-au-Prince, you should stay in one of the hotels in Petion-Ville, the wealthiest residential areas in Haiti. Petion-Ville, a suburb of Port-au-Prince is located in the hills east of the capital and the famous hotel El Rancho is situated there. Other hotels in Petion-Ville are Villa Creole, Karibe, Hotel Kinam and Ibo Lele.



Otèl Kinam, Petyonvil

Visitors interested in seeing the beauty of Haiti must explore the country side. Haiti is a spectacularly beautiful country of immense mountains, fantastic coral reefs and pristine beaches. The region of Cote-des-Arcadins, located 60 miles north of the capital, is a 15-mile stretch of coast with sandy beaches excellent for scuba diving and snorkeling. Hotels in the region include Club Indigo, Kaliko and Moulin Sur Mer. Beautiful scenery of Haiti's countryside is also found in the South. In order to reach Les Cayes, the main city in the southern region and Haiti's third largest city, take the National Road number 2. The best time to visit Les Cayes is in August, during the patronal festival (*fèt patwonan*) Notre Dame. One of the hotels in the town of Les Cayes is La Cayenne Hotel. While enjoying the patronal festival Notre Dame in the South, you are encouraged to visit Île-à-Vaches, a beautiful small island close to Les Cayes. There are two beautiful seaside luxury hotel resorts called Port-Morgan and Abaka Bay on the island. Take a look at their web sites.



Ilavach, Southern Haiti

ANNOU LI

You will read a text about accommodation and lodging in Haiti. Apply the techniques and use the strategies you have learned to understand the text.

- A. Anvan ou li.** Think about the following questions before you read the text. What do you already know about the tourism industry in Haiti? What do you already know about Haiti's hotels? In your opinion, what is the best way to promote tourism in a country like Haiti?

✦ **Here are some new words and expressions you need to know to better understand**

| | | | |
|------------|---------------------------------------|--------------------|--------------------------|
| endistri | <i>industry</i> | piblisite | <i>advertisement</i> |
| eleman | <i>element</i> | reklam | <i>advertisement</i> |
| esansyèl | <i>essential</i> | enfrastrikti | <i>infrastructure</i> |
| swadizan | <i>so-called</i> | otrefwa | <i>in the past</i> |
| amelyore | <i>to improve</i> | koresponn | <i>to correspond</i> |
| twoub | <i>upheaval</i> | estanda | <i>standard</i> |
| anfavè | <i>in favor</i> | toutotan | <i>as long as</i> |
| tipa tipa | <i>step by step, little by little</i> | jiskaske | <i>until</i> |
| reprann | <i>to start again</i> | modèn | <i>modern</i> |
| diminye | <i>to reduce, decrease</i> | rekanpe sou de pye | <i>to stand up again</i> |
| fè mikalaw | <i>to abound</i> | pwopriyetè | <i>owner</i> |
| prekosyon | <i>precaution</i> | pèsonèl | <i>personal</i> |
| ekspoze | <i>to be exposed</i> | domèn | <i>field</i> |
| koronpi | <i>corrupt</i> | annatandan | <i>meanwhile</i> |
| natirèlman | <i>of course, naturally</i> | relanse | <i>to revive</i> |
| chèn | <i>channel</i> | dijans | <i>emergency</i> |

Sektè touristik la ann Ayiti apre tranblemanntè douz janvyè a

Nan tan lontan, Ayiti se te youn nan pi bon destinasyon touristik nan Karayib la. Menm jan ak lòt zile nan Karayib la, endistri touristik la se te yon eleman esansyèl nan ekonomi peyi Dayiti. Se sa k fè te gen anpil gwo otèl ann Ayiti nan epòk sa a. Te genyen otèl *Castel Haiti*, *Club Med*, *Holliday Inn* elatriye. Men tout otèl sa yo te oblije fèmen pòt yo paske pa t gen ase touris k ap rantre nan peyi a. Enstabilite politik ak kanpay enfòmasyon negatif sou Ayiti fè touris pa rantre na peyi a ankò. Pifò touris ki te konn vini Ayiti pito ale nan lòt peyi nan Karayib la kote ki swadizan gen plis sekirite. Pami peyi sa yo ou jwenn Sendomeng, Bayamas ak Pòtoriko.

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Depi depa fòse ansyen Prezidan Jan Bètran Aristid la nan lane 2004, sityasyon politik la te amelyore anpil. Menm lè te toujou gen ti pwoblèm pandan peryòd tranzisyon Aristid-Preval la, gen mwens pwoblèm politik ak vyolans nan peyi a depi lè Preval te pran pouvwa a nan lane 2006. Sa fè prèske kat lane depi pa gen gwo twoub politik ak vyolans ann Ayiti. Absans pwoblèm politik ak vyolans ta sipoze jwe anfavè sektè touris la ann Ayiti. Menm si se tipa tipa, sektè touristik la ta dwe koumanse ap reprann deja. Kòm enskirite a diminye, lojikman, ta dwe gen plis touris k ap rantre nan peyi a. Poukisa se pa sa k ap fèt?

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Ta sanble gen de rezon prensipal ki anpeche touris rantre an kantite ann Ayiti malgre amelyorasyon sityasyon politik la depi kat dènye lane ki sot pase la yo. Premyèman, koze move nouvel nan laprès entènasyonal la toujou la. Nan televizyon ak laprès ekri lòtbò dlo, move nouvel sou Ayiti fè mikalaw. Ou pa janm tandè oswa li bon nouvel pozitiv sou Ayiti. Pa mezi de prekosyon, touris etranje yo, ki ekspeze a move nouvel sa yo e ki pa konn sityasyon an byen, pa vle pran chans rantre ann Ayiti. Pou rezoud pwoblèm sa a, fòk gouvènman ayisyen an ta jwenn yon fason pou ankouraje radyo, televizyon ak laprès ekri nasyonal kou entènasyonal yo pou propaje yon imaj positiv de peyi a. Imaj Ayiti kòm peyi pòv, koronpi, vyolan e natirèlman devasté a dwe fini. Gen mwayen pou sa fini. Lè w ap gade gwo chèn televizyon nasyonal ozetazni ak Kanada, ou toujou wè y ap fè bon jan piblisite pou Bayamas ak Jamayik pa egzanp. Ministè touris nan peyi Bayamas ak Jamayik peye televizyon sa yo pou fè reklam pou yo. Poukisa gouvènman Ayisyen pa kab fè menm bagay la? Endistri touristik la se yon biznis tankou tout lòt biznis. Li mande envestisman ak maketing pou l kab mache kòm sadwa.

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Dezyèmman, gen yon gwo pwoblèm absans enfrastikti touristik modèn nan peyi a. Pwoblèm sa a egziste depi lontan e li vin pi grav apre tranblemanntè douz janvyè a. Otrefwa, lè touris te konn rantre nan peyi a, te gen kèk bon otèl serye ki koresponn a estanda entènasyonal yo pou resevwa yo. Menm lè anpil ladan yo te vin oblije fèmen pòt yo, anpil lòt tankou *Hotel El Rancho*, *Montana*, *Villa Kreyòl* ak *Ibolele* te toujou kontinye ap bay bon sèvis jiskaskè tranblemanntè a vin mete yon fen nan sa. Destriksyon otèl sa yo ki te klase pami sa k pi bon yo nan kapital la ansanm ak nan

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tout peyi a reprezante yon gwo pwoblèm pou sektè touristik la.

Toutotan otèl sa yo pa rekonstwi ansanm ak lòt chenn otèl ki pi modèn, nou pa kab 40
 espere touris rantr nan peyi a. Nan sans sa a leta Ayisyen ta sipoze gen yon wòl
 total kapital pou li jwe. Poukisa leta Ayisyen pa ede yon fason oubyen yon lòt mete
 otèl sa yo rekanpe sou de pye yo? Kòm pwopriyetè ak pèsonèl otèl sa yo deja gen 45
 fòmasyon ak eksperyans nan domèn lojman touristik la, li ta bon, nan yon premye
 tan, pou otorite yo ede moun sa yo rekonstwi otèl yo imedyateman. Konsa, n ap
 kab kenbe annatandan ke leta mete sou pye yon pwojè nasyonal pou relanse
 endistri touristik la nan peyi a. Relanse touris ann Ayiti enplike yon pakèt lòt
 devlopman tankou amelyorasyon sistèm transpò ak kominikasyon nan peyi a. Se 50
 de pwojè ki pral pran anpil tan pou reyalize. Se poutèt sa li ta enpòtan pou leta gen
 yon plan dijans.

Frenand Léger, June 2010

B. Pandan w ap li. How would you translate the following sentences from the text into English? Use the glossary of your textbook, your dictionnary and the strategies and techniques you learned to translate these sentences as accurately as possible.

1. *Tout otèl sa yo te oblije fèmen pòt yo paske pa t gen ase touris k ap rantr nan peyi a. Enstabilite politik ak kanpay enfòmasyon negatif sou Ayiti fè touris pa rantr nan peyi a ankò.*
2. *Absans pwoblèm politik ak vyolans ta sipoze jwe anfavè sektè touristik la ann Ayiti.*
3. *Fòk gouvènman ayisyen an ta jwenn yon fason pou ankouraje radyo, televizyon ak laprès ekri nasyonal kou entènasyonal yo pou propaje yon imaj positiv de peyi a.*
4. *Destriksyon otèl sa yo ki te klase pami sa k pi bon yo nan kapital la ansanm ak nan tout peyi a reprezante yon gwo pwoblèm pou sektè touristik la.*
5. *Toutotan otèl sa yo pa rekonstwi ansanm ak lòt chenn otèl ki pi modèn, nou pa kab espere touris rantr nan peyi a.*
6. *Relanse touris ann Ayiti enplike yon pakèt lòt devlopman tankou amelyorasyon sistèm transpò ak kominikasyon nan peyi a.*

C. Lè ou fin li. Work in groups of three or four to answer the following questions according to the text. Answer in Kreyòl. Depending on the question, you might need to skim or scan the text again to answer.

1. Poukisa otèl tankou Club Med ak Castel Haiti pa ap fonksyone jounen Jodi a?
2. Kisa k dekouraje touris yo fè yo pa vin ann Ayiti ankò?
3. Nan ki moman sityasyon politik peyi a vin pi favorab pou sektè touris la?
4. Depi konbyen tan pa gen anpil pwoblèm politik ak vyolans ann Ayiti ankò?
5. Poukisa malgre gen sekirite ann Ayiti, touris pa rantre an kantite?
6. Kisa gouvènman an bezwen fè pou relanse endistri touristik la ann Ayiti?

D. Lè ou fin reponn kesyon yo. Re-read your answers. Is there something else you want to add or remove? Make the necessary corrections before sharing your answers with your classmates.

CHAPIT SÈT

Manje ak bwason

In this chapter, you will learn language materials and develop skills to talk about food, drink, cooking, restaurants and food markets.

You will learn how to:

- *shop for food in open-air markets*
- *discuss food item prices*
- *shop for food in super- markets*
- *identify and describe Haitian meals and dishes*
- *order food and drink at a restaurant*
- *read menus at a restaurant*
- *read and write receipes*
- *make comparisons*
- *specify quantities*
- *identify and pronounce certain consonant blends*

You will use:

- *terms related to food and drinks*
- *terms related to shopping*
- *terms related to restaurants*
- *terms related to cooking*
- *some expressions of quantity*
- *expressions used to make comparison (pi pase, mwen pase, plis, mwens)*
- *consonant blends*
- *some common verbs.*

Leson 1: *Ann al nan mache!*

Leson 2: *Nan makèt la!*

Leson 3: *Ann pase atab!*

Leson 4: *Nan restoran an*

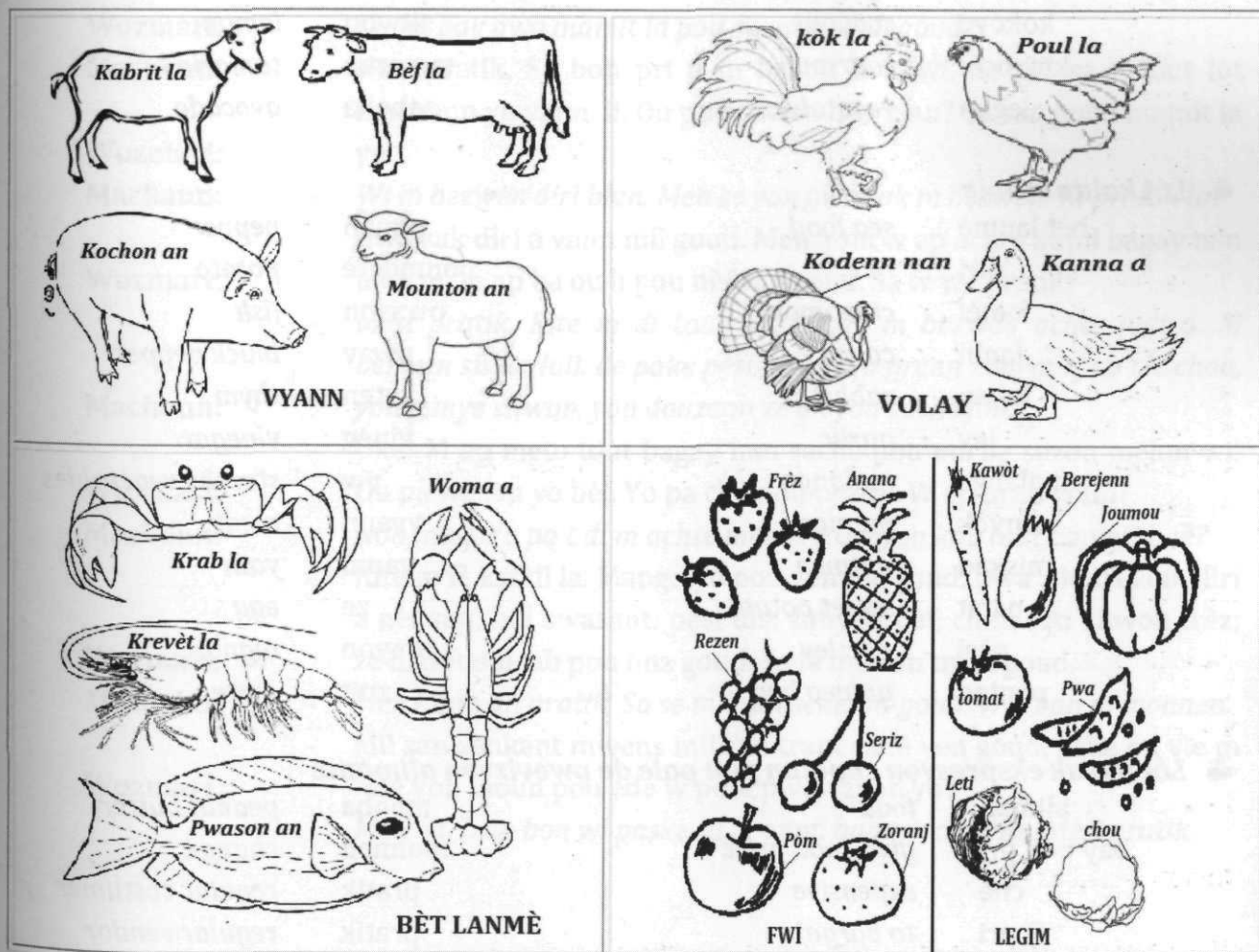
Dosye sosyokiltirèl: *Manje aysiyen se koupe dwèt!*

Leson 1 : Ann al nan mache!

- Language aim: **Shopping for food in open-air market and expressing quantity**
- Vocabulary: **Ekpresyon ak mo pou machande nan mache**
- Grammar and structures: **Expressions of quantity**
- Pronunciation and spelling: **Consonant blends: kl; kr; ks; kt**
- Reading: **Yon lis pwovizyon alimentè**

I. Nou pral fè pwovizyon alimentè!

Lè yo bezwen fè pwovizyon alimentè, kèk nan Ayisyen ki abite lavil yo konn al nan makèt. Men pifò moun ann Ayiti se nan mache yo ale achte tout kalite manje yo bezwen. Se nan mache yo kab achte bèt vivan tankou poul, kodenn, kabrit elatriye.



✚ **Fwi ak legim**

| | | | |
|-------------|--------------------|-----------|-------------|
| bannann | plantain | malanga | malanga |
| bètrav | eets | mandanrin | tangerine |
| bwokoli | broccoli | mango | mango |
| djondjon | black mushroom | manyòk | manioc |
| chadèk | grapefruit | mayi | corn |
| fig bannann | banana | melon | melon |
| fwi | fruit | militon | squash |
| grenadya | passion fruit | pèch | pear |
| kachiman | custard apple tree | pwa sèch | beans |
| kalalou | okra | pwatann | fish |
| kayimit | star apple | pwa vèt | green beans |
| kokoye | coconut | sitwon | lemon |
| kowosòl | soursoup | tamaren | tamarind |
| legim | vegetables | zaboka | avocado |

✚ **Lòt kalite manje**

| | | | |
|-----------|--------------|----------|--------------------|
| bèt lanmè | sea food | piman | pepper |
| diri | rice | ponmdetè | potato |
| kanèl | cinnamon | pwason | fish |
| lanbi | conch | pwav | black pepper |
| lapen | rabbit | ten | thym |
| lay | garlic | vinèg | vinegar |
| malanga | malanga | viv | starchy vegetables |
| manyòk | manioc | vyann | meat |
| miskad | nutmeg | yanm | yam |
| patat | sweet potato | ze | egg |
| pèsi | parsley | zonyon | oignon |
| pentad | guinea hen | zuit | oyster |

✚ **Lòt mo ak ekspresyon enpòtan pou pale de pwovizyon alimentè**

| | | | |
|-------------|----------------------|-----------------|------------------|
| aliman | food | manba | peanut butter |
| bay bon pri | give good price | monnen | change |
| chè | expensive | pratik | regular costumer |
| fè pri | to bargain | pratik | regular vendor |
| goud | the Haitian currency | pwodui alimentè | foodstuffs |
| machande | to bargain | pwovizyon | foodstuffs |

CD 2-58 -DJALÒG



- *Wozmari, bòn k ap travay kay Wozlò ak Filip la, al nan mache Kwabosal. L ap pale ak yon machann ki vann anpil bagay. Koute konvèsasyon an.*

- Machann:** - Pssst ! Vini m pale w ti dam. Kisa ou vin achte la?
- Wozmari:** - *M bezwen anpil bagay. M pa kwè ou gen tout sa m ap chache yo non.*
- Machann:** - O! O! W ap jwenn tout sa w bezwen epi m ap fè bon pri pou ou.
- Wozmari:** - *Konbyen w mande pou pil mango sa yo?*
- Machann:** - M mande kenz goud pou mango yo. Men, m ap ba ou yo pou katòz.
- Wozmari:** - *Katòz goud! Ala mango yo chè papa! Si w ap bay pil la pou onz goud, m ap pran de nan men w.*
- Machann:** - Pa gen pwoblèm. Kisa ou bezwen ankò? M gen bèl zaboka wi.
- Wozmari:** - *M pa bezwen zaboka. Konbyen mamit pwa nwa a?*
- Machann:** - Gwo mamit pwa nwa a koute katreven goud. Ti mamit la ven goud.
- Wozmari:** - *Ou pa bay gwo mamit la pou swasann di goud?*
- Machann:** - Non pratik. Se bon pri a m ba ou la a wi. Se pri sa a tout lòt machann yo vann li. Ou pa bezwen diri blan? Se san goud mamit la ye.
- Wozmari:**
- Machann:** - *Wi m bezwen diri blan. Men se yon gwo sak m bezwen. Ki pri sak la?*
- Gwo sak diri a vann mil goud. Men kòm w ap achte anpil bagay nan men m, m ap ba ou li pou nèf san goud. Sa w wè pratik?
- Wozmari:** - *Mèsi pratik. Kite m di tout lòt bagay m bezwen achte jodi a. M bezwen sis ka luil, de pake pèsi, twa gwo grenn zonyon, yon tèt chou, yon panyè sitwon, yon douzenn ze ak yon sachè fab.*
- Machann:** - Oke! M ap mete tout bagay nan sachè pou ou. Se sezon melon wi!
- Wozmari:** Ou pa wè jan yo bèl. Yo pa chè non pratik. W ap pran youn?
- Machann:** - *Non mèsi. Yo pa t di m achte melon. Konbyen kòb tout bagay yo fè?*
- Kite m fè kalkil la. Mango yo pou vennde goud; pwa a katreven; diri a nèf san; luil swasant; pèsi dis; zonyon nèf; chou sèt; sitwon trèz; ze dizuit epi fab pou onz goud. Sa fè mil san trant goud.
- Wozmari:**
- Machann:** - *Men lajan an pratik. Sa se mil san senkant goud. W a ban m monnen.*
- Mil san senkant mwens mil san trant sa fè ven goud. Èske ou vle m rele yon moun pou ede w pote pwovizyon yo?
- Wozmari :** - *Men wi. L ap bon wi paske sa fè anpil bagay pou pote. Mèsi pratik.*

+ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Ki moun ki voye Wozmari nan mache?
2. Kisa yo voye Wozmari al achte?
3. Ki kote Wozmari al nan mache?
4. Èske machann k ap pale ak Wozmari a gen tout sa l bezwen ?
5. Èske machann nan dakò pou vann Wozmari pil mango yo pou onz goud?
6. Konbyen zaboka Wozmari achte?
7. Èske machann nan vann Wozmari pwa nwa a pou swasann di goud la? Poukisa?
8. Ki kantite diri Wozmari achte? Konbyen kòb diri a koute?
9. Poukisa machann nan bay Wozmari diri a pou nèf san goud?
10. Konbyen lajan monnen machan nan remèt Wozmari ?



Pòtay mache Kwabosal ak lajan ayisyen

Enfòmasyon kiltirèl: Shopping in open air and farmer's markets in Haiti can be very difficult if you are not familiar with their system. Most farmer's markets lack standard weights and measures for most of the items on sale. Since there are no fixed prices for most of the items, haggling over prices is very common. In fact, all prices are negotiable. Vendors usually start with a high price and you must be prepared to bargain by offering about half of the asking price. Make sure you know what currency you are bargaining with because Haitian vendors often bargain in US dollars with tourists.

The official currency of Haiti is the Gourde (French); *goud* (Kreyol), which is abbreviated as HTG. Coins currently in circulation are: 50 centimes, 1 gourde, and 5 gourdes. 5 gourdes are often called 1 Haitian dollar. Banknotes include: 10, 25, 50, 100, 250, 500, 1000 gourdes. US Dollars is also accepted in Haiti. One US Dollar is currently equal to 40 HTG Haitian Gourdes. However, the exchange rate often fluctuates.

ANNOU PRATIKE

A. Wete sa k depaman an. Jwenn mo ki pa matche ak lòt mo yo. Lè ou jwenn mo depaman an, se pou ou di poukisa se li ou chwazi. Swiv egzanp lan ki anba a.

Egzanp: Yanm, malanga, sitwon, patat, pòm detè

Repons: *Sitwon: paske se sèl li ki se yon fwi. OSWA paske tout lòt yo se rasin (root).*

1. Pòm, diri, mango, rezen seriz
2. Chou, joumou, kawòt, berejenn, anana
3. Frèz, krab, woma, krevèt, lanbi
4. Chadèk, kowosòl, kalalou, kachiman, mandarin
5. Kochon, bèf, mouton, pwason, kabrit,
6. Poul, zoranj, pentad, kodenn, kanna
7. Leti, pwa vèt, chou, manyòk, bwokoli
8. Pèch, grenandya, pwatann, kayimit, melon
9. Kokoye, lay, pèsi, pwav, piman
10. Mamit, sak, panye, pake, zaboka

B. Kategori aliman – Annou klase aliman yo nan bon kategori a. Gen yon egzanp pou chak kategori. Se pou ou konplete chak kategori ak omwen senk lòt mo.

1. Fwi: *fig bannann ...*
2. Legim: *kawòt ...*
3. Vyann: *kochon, ...*
4. Volay: *poul ...*
5. Bèt lanmè: *pwason, ...*

- C. Ki fwi oswa legim?** Chwazi mo ki korèk la pami mo ki anba yo pou reponn chak kesyon. Itilize atik defini kòrèk la pou reponn kesyon yo menm jan ak egzanp lan ki anba a.

Egzanp: Se yon legim won ki gen koulè wouj; yo konn fè salad ak li.

Repons: *Se tomat la.*

sitwon – pòm – rezen – seriz – pwa – leti – fig bannan – kawòt – tomat

1. Se yon legim ki gen koulè oranj; lapen tankou Bugs Bunny renmen l anpil.
2. Se yon fwi long ki gen koulè jòn; makak renmen manje l anpil.
3. Se yon legim vèt yo itilize souvan pou fè salad.
4. Se yon seri ti fwi won ki gen koulè wouj; yo konn fè tat (pie) ak yo.
5. Se yon seri ti legim won ki gen koulè vèt; yo konn mete yo nan diri.
6. Yo sèvi ak fwi sa a pou fè diven (wine).
7. Se yon fwi ki gen koulè vèt; yo konn fè limonad ak li.
8. Se yon fwi ki konn wouj, jòn oswa vèt; yo konn fè tat avèk li.

- D. Devine ki bèt yo ye** – Jwenn non bèt ki matche ak chak deskripsyon sa yo. Itilize atik defini kòrèk la pou reponn kesyon yo menm jan ak egzanp lan ki anba a.

Egzanp: Se yon bèt lanmè ki sanble ak woma; men li pi piti pase woma.

Repons: *Se krevèt la.*

1. Se bèt lanmè ki nan koki (shell); fòk ou plonje fon pou jwenn li.
2. Se bèt volay moun Ozetazini konn manje lè Tenksgivin.
3. Se gwo bèt ki ba ou lèt pou w ka manke ak sereyal.
4. Se bèt volay ki mawon; li viv nan bwa; ou pa kab aprivwaze l.
5. Se yon bèt ki gen kat pye; li renmen benyen nan labou.
6. Se bèt volay ki leve ou lèmaten lè l chante kokorikooo!
7. Se yon bèt lanmè ki gen de gwo pens; li kab mòde (bit) ou.
8. Se yon bèt volay ki renmen naje anpil; yo konn kwit li ak zoranj.
9. Se yon bèt ki se yon ronjè; li pi gwo pase yon rat; li renmen manje kawòt.
10. Se yon bèt ki gen kat pye; li monte mòn byen; li chante bèèèèè!

E. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Ki fwi ou pi renmen? Poukisa?
2. Ki legim ou pa renmen ditou? Poukisa?
3. Ki zepis ou konn mete nan manje w?
4. Kisa ou pi renmen bèt lanmè oswa vyann? Poukisa?
5. Ki bèt lanmè ou pi renmen manje?
6. Ki volay ou pa renmen? Poukisa?

II. Expressions of quantity

✚ To talk about quantities in Kreyòl so that you can go shopping and follow recipes, you need to learn how to use the expressions of quantity which are divided into adverbs of quantity and nouns of measures. Both adverbs of quantity and nouns of measures are placed before nouns and express 'how much' or 'how many'.

✚ **Adverbs of quantity**– The basic Kreyòl adverbs of quantity are **anpil** (lots, a lot, many, plenty); **ase** (enough); **enpe** (a little, some) **kèk** (a few, some) and **twòp** (too much, too many). Except **kèk** which can only be used with countable nouns, all Kreyòl adverbs of quantity are used with both uncountable and countable nouns.

- | | |
|---|---|
| 1. Wozmari gen anpil lajan. | - Wozmari has a lot of money. |
| 2. Li te achte anpil pwovizyon. | - She bought lots of foodstuffs. |
| 3. Li te bwè anpil dlo. | - She drank a lot of water. |
| 4. Wozlò pa mete ase sèl nan ze a. | - Wozlò does not put enough salt in the eggs. |
| 5. Pa gen ase chèz nan klas la. | - There are not enough chairs in the classroom. |
| 6. Ban m enpe dlo souple. | - Give me some water please. |
| 7. Li bay ti fi a enpe manje. | - He gave a little food to the girl. |
| 8. Li pote kèk sitwon pou mwen. | - He brought me a some lemons. |
| 9. Gen twòp liv sou tab la. | - There are too many books on the table. |
| 10. Li mete twòp sik nan ji a. | - She put too much sugar in the juice. |

✚ **Nouns of measure** – Nouns of measure are divided into expressions used for a vague quantity of something and expressions used for a more precise quantity such as a unit of measure. Expressions used for a vague quantity of something are often metaphorical expressions of quantity. However some non-metaphorical expressions of quantity are also used.

✦ Expressions used for vague quantities

| | | | |
|-------------|-----------------------|-------------|---------------------------------------|
| Yon bann | <i>A bunch</i> | Yon pakèt | <i>A lot</i> |
| Yon chay | <i>A load</i> | Yon ti tak | <i>A little liquid</i> |
| Yon dividal | <i>A lot</i> | Yon ti moso | <i>A little piece</i> |
| Yon ti kras | <i>A little crumb</i> | Yon ti zing | <i>A tiny bit, a very small piece</i> |
| Yon ti gout | <i>A little drop</i> | Yon zong | <i>A tiny bit, a very small piece</i> |

✦ The most common units of measure for more precise quantities

| | | | |
|----------|------------------------|-----------|--------------------------------------|
| baton | <i>stick</i> | lit | <i>liter</i> |
| boutèy | <i>bottle,</i> | liv | <i>pound</i> |
| bwat | <i>box</i> | lonn | <i>yard</i> |
| demi lit | <i>half a liter</i> | po | <i>jar</i> |
| douzenn | <i>dozen</i> | pil | <i>pil</i> |
| galon | <i>gallon</i> | tas | <i>cup</i> |
| gram | <i>gram</i> | gwo mamit | <i>a big thin cup of (5 pounds)</i> |
| greenn | <i>one piece</i> | ti mamit | <i>a small thin cup of (1 pound)</i> |
| glòs | <i>deciliter</i> | tèt | <i>head</i> |
| kès | <i>case, box, pack</i> | tranch | <i>slice</i> |
| kilo | <i>kilo</i> | vè | <i>glass</i> |

✦ Measures and foodstuffs

1. Ou kab achte bè (*butter*) pa baton, pa gram ak pa liv.
2. Ou kab achte dlo ak lòt bwason pa boutèy, pa lit ak pa gallon.
3. Ou kab achte chokola pa bwat oswa pa ba.
4. Ou kab achte ze pa douzenn oswa demi douzenn.
5. Ou kab achte melon ak anana pa greenn.
6. Ou kab achte luil pa glòs, pa lit ak pa galon.
7. Ou kab achte fwomaj ak janbon pa tranch.
8. Ou kab achte twal pa lonn.
9. Ou kab achte bwason alkolize tankou byè pa kès.
10. Ou kab bwè yon vè lèt oswa ji (*juice*).
11. Ou kab bwè yon tas kafe oswa te (*tea*).
12. Gen yon po dlo ak yon demi po ji sou tab la.

ANNOU PRATIKE

A. Èske gen twòp, ase oswa twò piti? – Ki kantite ki genyen? Pou ckak sityasyon, se pou ou di si kantite a twòp, ase oswa twò piti (*not enough*). Swiv egzanp lan ki anba a.

Egzanp: Ou bezwen lèt pou mete nan kafe ou. Ou jwenn yon galon lèt.

Repons: *Gen twòp lèt.*

1. De moun ap manje; gen yon po dlo sou tab la.
2. Ou pral kwit manje pou dis moun; Ou jwenn yon ti mamit diri.
3. Ou pral fè salad pou yon sèl moun; gen yon kilo tomat.
4. Douz moun swaf (thirsty); gen de ti boutèy dlo.
5. Ou pral fè yon omlèt pou kat moun; gen yon sèl grenn ze.
6. Ou bezwen sèl pou kwit manje; gen yon bwat sèl.
7. Ou pral fè ji zoranj pou kat moun; gen sis zoranj.
8. Ou pral fè yon gato (*cake*); gen yon kilo farin (*flour*).

B. Ann chanje abitud nou! – Sèvi ak ekspresyon kantite ki nan parantèz yo pou refè fraz yo. Swiv egzanp lan.

Egzanp: Filip pa janm bwè byè. (yon bann) → **Repons:** *Jodi a li bwè yon bann byè.*

1. Pa konn gen anpil vyann sou tab la. (yon pakèt)
2. Wozmari pa konn achte anpil diri. (yon chay)
3. Li konn mete yon pakèt luil nan manje a. (yon ti gout)
4. Fi a konn ban m anpil manje. (yon ti kras)
5. Mari konn manje anpil legim. (yon zong)
6. Machann nan konn vann yon dividal mango. (kèk ti grenn)
7. Adriyen konn bwè anpil lèt. (yon ti tak)
8. Jaki konn ban m yon pen. (yon moso)
9. Jozèf konn bay pòv la anpil manje. (yon ti zing)
10. Machann nan pa konn pote anpil mango. (yon dividal)

C. Ann itilize ekspresyon kantite yo! – Chwazi ekspresyon kantite ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

moso – lit – twòp – ka – kès – lonn – bwat – sak – tèt – douzenn – ase

Egzanp: Wozlò koupe yon gwo _____ gato pou l manje.

Repons: Wozlò koupe yon gwo moso gato pou l manje.

1. Wozmari sale manje a paske li mete _____ sèl ladan l.
2. Li pa mete _____ sik nan kafe a; se sa k fè li pa sikre.
3. Se fèt Sen Valanten, Filip fenk achte yon _____ chokola pou Wozlò.
4. Kwizinyè a bezwen yon _____ lèt ak yon liv Farin pou gato a.
5. _____ wonm Babankou a koute de san goud sèlman.
6. Wozmari achte _____ diri a pou de san katreven goud.
7. Machann fritay la bezwen yon _____ chou pou l fè pikliz la.
8. Li achte yon _____ ze pou l fè gato a.
9. Gen venn kat boutèy byè nan _____ la.
10. Bòs tayè a bezwen sèt _____ twal pou l fè kostim nan.

D. Kijan ou kab achte bagay sa yo! – Se pou ou reponn kesyon yo pou di ki mezi ou itilize pou achte chak bagay ki anba yo. Swiv egzanp lan.

Egzanp: Kijan yo kab achte dlo? → **Repons:** Yo kab achte dlo pa boutèy ak galon.

- | | |
|---|------------------------------------|
| 1. Kijan yo kab achte diven (wine)? | 6. Kijan yo kab achte pès ak ten. |
| 2. Kijan yo kab achte twal? | 7. Kijan yo kab achte diri ak pwa? |
| 3. Kijan yo kab achte fwomaj oswa janbon? | 8. Kijan yo kab achte luil? |
| 4. Kijan yo kab achte fwi tankou melon? | 9. Kijan yo kab achte ze? |
| 5. Kijan yo kab achte byè oswa koka? | 10. Kijan yo kab achte chokola? |

E. Ki bagay yo ka vann pa lit? – Di ki bagay yo vann pa inite mezi sa yo. Si posib, se pou w jwenn omwen twa bagay pou chak mezi. Reponn ak yon fraz konplè tankou egzanp lan.

Egzanp: Lit → **Repons:** *Yo kab vann bagay likid tankou dlo, lèt ak luil pa lit.*

- | | |
|-------------|-------------|
| 1. Demi lit | 7. Sak |
| 2. Pil | 8. Pake |
| 3. Ka | 9. Ti mamit |
| 4. Kès | 10. Tèt |
| 5. Gallon | 11. Glòs |
| 6. Lonn | 12. douzenn |

III. Consonant blends: /kl/; /kr/; /ks/ and /kt/

✚ **/kl/; /kr/;** ak **/ks/** se konsòn doub ou jwenn nan yon sèl silab. Men, **/kt/** li menm se nan de silab ki youn apre lòt ou jwenn li. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



A. CD 2- 59 – Koute epi repete mo sa yo ki gen **/kl/; /kr/; /ks/** ak **/kt/** ladan yo.

KL, kl: *kla, klarifye, klas, klase, klasik, klasifye, kle, klè, klere, kleren, klima, klinik, klipsè, kliyan, klòch, klou, zèklè, zoklo*

KR, kr: *akra, akrèk, akrilik, krab, krabinen, krache, kran, kranpon, krapo, kraponnen, kras, krasik, kravats, kraze, kredi, krèm, kreten, kriye*

KS, ks: *ekselan, eksepte, eksepsyon, eksepsyonèl, eksetera, eksite, eksitasyon, ekskize, fiks, fikse, fiksasyon, sèks, seksyèl, vekse, veksasyon*

KT, kt: *laktaz, laktoz, lakte, laviktwa, lèkti, lektora, lèktè, sektanm, sektaris, sektè, sektoryèl, vektè, vitktwa, viktim*



B. CD 2-60 – **Yon ti dikte.** Koute epi ekri fraz sa yo ki gen **/kl/; /kr/; /ks/** ak **/kt/** ladan yo.


IV. Annou li

✦ Preparing for reading

You will use language materials you know and apply techniques you have learned to understand a shopping list written in Kreyòl.

Yon lis pwovizyon alimentè

- A. Anvan ou li.** – Panse a lis pwovizyon alimentè ou konn abitye wè déjà. Kouman kalite dokiman sa yo òganize? Ki jan de tèks yo ye? Ki kalite enfòmasyon ou konn jwenn ladan yo? Fè yon lis kote ou ekri tout kalite enfòmasyon ou konn abitye wè nan lis pwovizyon alimentè ou li deja.
- B. Pandan ou ap li** – Li lis pwovizyon alimentè ki anba a epi pare kò w pou w reponn kesyon ki anba yo.



Lis pwovizyon

| | |
|---------------------------|----------|
| - Kat baton bè Maryann: | 60 goud |
| - Yon douzenn ze : | 35 goud |
| - Twa liv farin frans: | 24 goud |
| - Kat liv sik blan: | 40 goud |
| - Yon ti bwat kannèl: | 10 goud |
| - De boutèy Babankou: | 400 goud |
| - Yon kès byè Prestij: | 600 goud |
| - Yon demi lit vinèg : | 12 goud |
| - Yon boutèy luil doliv : | 120 goud |
| - Yon galon ji zoranj : | 70 goud |
| - De bèl grenn zonyon : | 12 goud |
| - Yon demi kilo tomat : | 80 goud |
| - Yon tèt leti : | 30 goud |
| - Yon gwo mamit diri: | 110 goud |
| Total : | |

- C. Lè ou fin li.** – Reponn kesyon sa yo an Kreyòl dapre enfòmasyon ki nan tèks la.

1. Konbyen kòb chak baton bè koute?
2. Èske ou kwè moun ki ekri lis la pral fè gato? Poukisa?
3. Èske moun ki ekri lis la renmen bwason alkolize? Poukisa?
4. Èske ou kwè moun ki ekri lis la pral fè yon salad? Poukisa?
5. Konbyen lajan moun nan bezwen pou l kab achte tout bagay ki nan lis la?

- D. Lè ou fin reponn kesyon yo.** – Reli repons ou yo pou fè tout koreksyon nesèsè avan ou pataje yo ak lòt etidyan nan klas la.

Leson 2 : Nan makèt la!

- Language aim: **Shopping for food in super market and making comparison**
- Vocabulary: **Ekpresyon ak mo pou achte nan makèt**
- Grammar and structures: **Comparison of adjectives**
- Pronunciation and spelling: **Consonant blends: lb; lf; lk**
- Writing: **Engredyan pou yon dine uit moun**

I. Se nan makèt la li prale!

Moun lavil yo, sitou sa ki gen lajan yo se nan makèt yo ale fè pwovizyon alimantè. Yo vann anpil lòt bagay tou nan makèt.



- ✚ Gwo makèt modèn yo toujou gen anpil seksyon kote ou kab achte tout sa ou bezwen. Gen seksyon famasi kote ou achte medikaman; gen seksyon pwodwidbote kote yo vann krèm savon ak losyon ; gen pwasonnri kote yo vann bèt lanmè; gen bouchri kote yo vann vyann ak volay; gen boulanje kote ou kab achte pen ak patisri tankou gato; gen seksyon pwodwi letye kote k genyen lèt fwomaj ak yogout ; gen chakitri kote yo vann sosis, janbon elatriye. Epi gen lòt seksyon oswa depatman kote yo vann plizyè lòt bagay.

⬇ **Sèvi ak mo epi ekspresyon sa yo pou pale de makèt**

| | | | |
|------------|----------------------|---------------|-----------------|
| balans | scale (for weighing) | kòdba | barcode |
| charyo | shopping cart | koupon | coupon |
| etajè | shelves | likadasyon | clearance sale |
| etikèt pri | price tag | panye | shopping basket |
| frizè | till | rabè | discount |
| kès | freezer | ranje/ reyon | aisle |
| kesye | cashier | sachè plastik | plastic bag |

⬇ **Sèvi ak mo epi ekspresyon sa yo pou pale de bagay ou achte nan makèt**

| Bouchri | Meat department | Pwasonnri | Sea food section |
|---------------------|------------------------|------------------|-------------------------|
| biftèk | steak | ekrevis/krevèt | shrimp |
| fwa bèf | beef liver | kribich | crawfish |
| janbon fime | smoked ham | langous | spiny lobster |
| janbon kodenn | smoked turkey | moul | mussel |
| pye bèf | beef feet | paloud | clam |
| pye kochon | pig feet | pwason woz/ sad | snapper |
| vyann moulen | ground meat | somon | salmon |
| vyann fime | smoked meat | zuit/zwit | oyster |
| Pwodwi letye | Dairy products | Famasi | Pharmacy |
| bè | butter | aspirin | aspirin |
| fwomaj ankrèm | cream cheese | bendbouch | mouthwash |
| fwomaj kabrit | goat cheese | bwòsdan | toothbrush |
| krèm | ice cream | deyodoran | deodorant |
| krèm frèch | sour cream | medikaman | medicine |
| lèt pasterize | pasteurized milk | pat dantifris | toothpaste |
| magarin | margarine | savon twalèt | soap |
| yogout | yogurt | vitamin | vitamin(s) |

4. Eske ou kwè moun ki ekri lis la pral fè yon salad? Poukisa?

5. Kenbyen kalen moun nan bezwen pou fè achte man bagay la nan lis la?

12. Le ou fin reponn kesyon yo - keli repons ou yo pou fè tout karikasyon nesèl pou ou pou yo ka lèt etidyan nan klas la.



CD 2-61 -DJALÒG

- *Wozlò ak Filip envite uit moun vin manje lakay yo. Yo nan makèt Piyay Nasyonal la kote y ap achte pwovizyon pou prepare manje yo. Koute konvèsasyon an.*

- Wozlò:** - O ! Filip apa yo agrandi makèt la ankò.
- Filip:** - *Gade vre! Nan sèt mwa nou fè aletranje a, moun yo gentan chanje figi makèt la wi. Kounye a, Piyay Nasyonal tounen yon makèt modèn nèt wi.*
- Wozlò:** - Gade Filip, yo louvri yon seksyon famasi kote ou kab achte medikaman.
- Filip:** - *Se sa m m wè la wi. Gen seksyon pwodwi bote tou wi Wozlò.*
- Wozlò:** - E! M kontan nèt. Kounye a, m pa bezwen al twò lwen pou achte losyon, krèm, savon ak poud.
- Filip:** - *Ou nan bòl grès ou manman!*
- Wozlò:** - Ou menm tou Filip. Jan w renmen achte radyo ak opalè pou fè mizik byen fò nan kay la! Yo louvri yon seksyon aparèy eletwonik tou wi.
- Filip:** - *O! O! Se pa pwovizyon alimantè nou te vin fè? Wozlò! Mete lis la deyò pou nou kab koumanse achte sa n bezwen yo tande.*
- Wozlò:** - Men lis la. Fòk nou ale dabò nan bouchri a pou n kab achte vyann kochon an pou griyo a. Apre sa, nou prale nan pwasonnri a pou lanbi a.
- Filip:** - *Pa bliye pase nan seksyon pwodwi letye yo non. Nou bezwen lèt, bè ak yogurt.*
- Wozlò:** - Ou bliye fwomaj la m bezwen pou fè m makawoni gratine a. Epi n ap bezwen fè yon salad fwi tou.
- Filip:** - *M ta pito achte fwi yo nan mache a wi. Sa w panse Wozlò?*
- Wozlò:** - M dakò paske anana ak melon Wozmari konn achte nan mache kwabosal la pi dous pase sa yo vann nan makèt la.
- Filip:** - *Kisa k genyen nan lis la nou poko pran?*
- Wozlò:** - Gen anpil bagay nou poko pran wi. Nou bezwen yon douzenn ze, de liv farin, yon pake pès, yon galon luil doliv ak yon kès byè Prestige.
- Filip:** - *Apre sa nou fini pa vre?*
- Wozlò:** - Wi ! Apre sa, nou pral sou kès la pou n al peye epi n ap rantre lakay.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Kouman yo rele makèt kote Wozlò ak Filip ale a?
2. Nan konbyen tan moun yo gentan agrandi makèt la?
3. Kisa k fè Wozlò plis plezi nan agradisman makèt la? Poukisa?
4. Poukisa seksyon aparèy eletwonik la ta sipoze fè Filip kontan?
5. Kisa Wozlò ak Filip te al achte nan makèt la?
6. Ki premye bagay yo achte nan makèt la?
7. Poukisa Wozlò bezwen fwomaj la?
8. Èske Wozlò ak Filip gen bwason alkolize nan lis bagay yo genyen pou achte yo?

- ❖ **Enfòmasyon kiltirèl:** “*Mezi lajan w, mezi wanga a.*” This Kreyòl proverb can be interpreted as “You get your money’s worth.” Remember that this is often not the case when you shop in open air and peasant markets in Haiti. However, unlike open air and farmer’s markets, where you must haggle over prices, Haitian supermarkets have fixed prices for all items on sale. Even though by law, merchants are required to quote prices in gourdes, rarely they do so. Instead, practically everything on sale in the supermarkets is priced in Haitian dollars which is equivalent to 5 gourdes. This practice originated during the US occupation of Haiti in the early 20th century, during which the gourde was pegged at 5 gourdes to the US dollar.

ANNOU PRATIKE

- A. **Nan ki seksyon oswa depatman ?** Di nan ki depatman oswa seksyon nan makèt la yo vann bagay sa yo? Swiv egzanp lan ki anba a.

Egzanp: janbon

Repons: *Se nan chakitri oswa bouchri yo vann janbon.*

- | | | |
|-----------------|-----------|-------------|
| 1. biftèk | 5. krevèt | 9. pen |
| 2. woma | 6. sosis | 10. aspirin |
| 3. fwomaj | 7. yogout | 11. kodenn |
| 4. vyann kabrit | 8. gato | 12. losyon |

B. Kisa yo vann nan seksyon oswa depatman sa yo? – Se pou ou di omwen senk bagay yo vann nan seksyon oswa depatman sa yo ki nan makèt modèn yo. Swiv egzanp lan.

Egzanp: chakitri

Repons: *Yo vann sosis, sosison, pate, janbon fime, vyann fime.*

1. Seksyon pwodwidbote
2. Bouchri
3. Pwasonnri
4. Boulanje
5. Famasi
6. Seksyon pwodwi letye

C. Nan makèt la! Chwazi sa ki korèk la pami mo ki anba yo pou reponn. Itilize atik defini kòrèk la pou reponn menm jan ak egzanp lan ki anba a.

Egzanp: Se yon bagay ou jwenn nan makèt; ou itilize sa pou pote pwovizyon ou achte yo.

Repons: *Se panye a.*

kesye – kòdba – etajè – sachè plastik – likidasyon – balans – frizè – charyo – kès

1. Se yon bagay ki gen kat wou; ou mete bagay ou achte yo ladan l epi ou pouse l.
2. Se yon aparèy ou itilize pou peze bagay ou achte nan makèt la.
3. Se kote sa a pou ale pou peye bagay ou achte yo.
4. Se moun ki touche lajan pou bagay ou achte yo.
5. Se sou bagay sa yo machandiz yo etale nan makèt la.
6. Se yon seri gwo frijidè ki kenbe pwovizyon glase.
7. Lè gen bagay sa a, ou peye mwens lajan pou machandiz yo.
8. Lè ou fin peye, yo ba ou bagay sa yo pou pote pwovizyon yo lakay ou.

D. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Kijan yo rele makèt ki pi pre lakay ou?
2. Èske makèt bò lakay ou modèn?
3. Èske gen anpil seksyon nan makèt bò lakay ou?
4. Èske kesye nan makèt bò lakay ou yo janti?
5. Ki kote ou pi renmen ale fè pwovizyon: nan makèt oswa mache? Poukisa?
6. Ki kalite bagay ou pi renmen achte nan makèt?

II. Comparison with adjectives

- ✚ Adjectives can be used to compare two or more nouns in Kreyòl. When you are talking about two or more persons, animals, places and things you can compare them. You can talk about the differences or the absence of difference between them.

- ✚ **Equal comparison** - To compare people, animals, places, events or things, when there is no difference, use noun 1 + adjective + **menm jan ak** or **tankou/kou/kouwè** (as - as) + noun 2.

- | | |
|------------------------------------|---|
| 1. Rezen piti tankou seriz. | - Grapes are as smaller as cherry. |
| 2. Wozlò bèl kou lakansyèl. | - Wozlò is as pretty as the rainbow. |
| 3. Dan li blan kouwè lèt. | - Her teeth are as white as milk. |
| 4. Anayiz pa wo menm jan ak Mari. | - Anayiz is not as tall as Mari. |
| 5. Èske bè a chè tankou fwomaj la? | - Is the butter as expensive as the cheese? |

- ✚ **Comparison of superiority** - To express the difference in term of superiority between two people, things or events, use noun 1 + **pi** + adjective + **pase** (more - than) + noun 2.

- | | |
|---------------------------------------|--|
| 1. Yon chadèk pi gwo pase yon sitwon. | - A grapefruit is bigger than a lemon. |
| 2. Yon kabrit pi piti pase yon bèf. | - A goat is smaller than a cow. |
| 3. Filip pi wo pase Wozlò. | - Filip is taller than Wozlò. |
| 4. Èske pwason pi bon pase vyann? | - Is fish better than meat? |

- ✚ **Comparison of inferiority** - To compare the difference in term of inferiority between two people, things or events, use noun 1 + **mwen** + adjective + **pase** + noun 2.

- | | |
|--|--|
| 1. Yon zoranj mwen gwo pase yon melon. | - An orange is not as big as a melon. |
| 2. Krevèt mwen gwo pase lanbi. | - Shrimps are smaller than conch. |
| 3. Wozlò mwen wo pase Filip. | - Wozlò is not as tall as Filip. |
| 4. Èske pentad mwen sovaj pase kodenn? | - Is guinea hen less wild than turkey? |
| 5. Wozlò pa wo tankou Filip. | - Wozlò is not as tall as Filip. |

- ✚ Note that **menm jan ak** and **tankou/kou/kouwè** may also be used in the negative to express comparison of inferiority as illustrated in example 5.

ANNOU PRATIKE

- A. Ann fè konparezon egal ego** – Konpare de eleman ki anba yo pou w di pa gen diferans. Sèvi ak **tankou/kou/kouwè** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Wozlò bèl. Lakansyèl bèl tou. → **Repons:** Wozlò bèl tankou lakansyèl.

- | | |
|--|----------------------------------|
| 1. Melon gwo. Joumou gwo tou. | 4. Lisi lèd. Dyab lèd tou. |
| 2. Seriz piti. Rezen piti tou. | 5. Fi gra. Kochon gra tou. |
| 3. Je timoun nan ble. Syèl la ble tou. | 6. Manje sale. Lanmè a sale tou. |

- B. Ann fè konparezon pozitif** – Konpare de eleman ki anba yo pou w di ki diferans ki genyen. Sèvi ak **pi ... pase** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Wozlò wo. Men Filip pi wo → **Repons:** Filip pi wo pase Wozlò.

- | | |
|--------------------------------------|------------------------------------|
| 1. Zoranj gwo. Men chadèk pi gwo. | 4. Dyab lèd. Men Lisi pi lèd. |
| 2. Mayi piti. Men diri pi piti. | 5. Kochon gra. Men fi a pi gra. |
| 3. Chen an move. Men toro a pi move. | 6. Siro dous. Men mango a pi dous. |

- C. Ann fè konparezon negatif** – Konpare de eleman ki anba yo pou w di ki diferans ki genyen. Sèvi ak **mwen ... pase** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Woma gwo. Krevèt mwen gwo. → **Repons:** Krevèt mwen gwo pase woma.

- | | |
|---|---------------------------------------|
| 1. Jiraf wo. Chwal mwen wo. | 4. Rat piti. Chat mwen piti. |
| 2. Tamaren dous. Kayimit mwen dous. | 5. Kochon an gra. Kabrit la mwen gra. |
| 3. Luil doliv bon. Bè mwen bon pou lasante. | 6. Medikaman anmè. Fyèl mwen anmè. |

D. Ann itilize mo konparezon yo! – Chwazi sa ki pi apwopriye a nan mo konparezon pou w konplete chak fraz ki anba yo. Ou kab sèvi ak menm mo a plizyè fwa. Swiv egzanp lan.

tankou/kou/kouwè – mwen ... pase – pi ... pase

Egzanp: Yon chou _____ gwo pase yon tomat.

Repons: Yon chou pi gwo pase yon tomat.

1. Yon zoranj _____ gwo pase yon melon.
2. Dan fi a blan _____ lèt.
3. Yon kabrit _____ piti pase yon kochon.
4. Yon kamyon _____ gwo pase yon kamyonèt.
5. Ekrevis _____ piti pase langous.
6. Kafe nwa _____ chokola.
7. Bè _____ bon pou lasante pase luil doliv.
8. Fwi yo dous _____ siro.

E. Ann reponn kesyon! – Reponn chak kesyon sa yo kòm sadwa. Swiv egzanp lan.

Egzanp: Ki bèt ki pi piti : rat oswa chat? → **Repons:** Yon rat pi piti.

1. Ki bèt ki pi piti: chen oswa chat?
2. Ki fwi ki pi dous : sitwon oswa zoranj?
3. Ki legim ki pi wouj tomat oswa kawòt?
4. Ki legim ki pi vèt: epina oswa kreson?
5. Ki bèt ki pi gwo : cheval oswa bourik?
6. Ki peyi ki pi rich: Etazini oswa Ayiti?
7. Ki vil ki pi gwo: Nouyòk oswa Okap?
8. Ki peyi ki pi cho: Bayamas oswa Kanada?

III. Consonant blends: /lb/; /lf/ and /lk/

✚ /lb/; /lf/ ak /lk/ se konsòn doub ou jwenn nan yon sèl silab. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



A. CD 2-62 – Koute epi repete mo sa yo ki gen /lb/; /lf/ ak /lk/ ladan yo.

LB, lb: *albinos, albòm, kalbas, kalbasik, kalbennday, kalbende, kolboso*

LF, lf: *alfa, alfò, kalfou, malfèktè, malfezan, malfini, malfouti, malfwendeng*

LK, lk: *kalke, kalkil, kalkilasyon, kalkilatè, kalkilattris, kalkile,*



B. CD 2-63 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /lb/; /lf/ ak /lk/ ladan yo.

IV. Annou ekri

⚡ Engredyan pou yon dine uit moun

You will write about shopping for foodstuffs. Imagine that you are preparing dinner for eight persons. You will write a list of food and drink items you need.

A. **Anvan ou ekri.** Ou envite uit moun vin manje lakay ou. Ou pral prepare anpil manje pou yo. Ou prale nan mache pou achte pwovizyon pou prepare manje pou yo. Avan ou ale nan mache, fòk ou fè lis tout sa ou bezwen. Reflech pou w jwenn sa ou pral bay moun yo manje ak bwè. Apre, panse a sa ou pral ekri nan lis la.

B. **Ann ekri.** Prepare lis manje ak bwason ou bezwen pou bay uit moun manje. Se pou ou ekri non ak kantite engredyan ou bezwen yo. Ekri omwen dis engredyan ak bwason pou fè manje ak bwason sa yo.

W. Griyo (fried pork)

X. Bannann peze (fried plantain)

Y. Pikliz (spicy coleslaw)

Z. Diri ak pwa

AA. Salad leti ak tomat

BB. Tat opòm pou desè (*apple pie for dessert*)

CC. Limonad ak ji zoranj

C. **Lè ou fin ekri.** Reli lis ou an. Èske gen yon bagay ou vle wete oswa ajoute? Byen reli lis ou an pou w wè si pa gen fot gramè ak òtograf ki bezwen koreksyon.

Leson 3 : Ann pase atab!

- Language aim: **Identifying and describing Haitian meals and dishes**
- Vocabulary: **Ekpresyon ak mo pou pale de manje**
- Grammar and structures: **Comparison of verbal expressions**
- Pronunciation and spelling: **Consonant blends: lm; ls, lt**
- Speaking: **Yon lis pwovizyon alimantè**

I. Kisa nou pral manje?

Ayisyen pran twa repa an jeneral. Premye repa a rele dejene oswa manje maten. Dezyèm repa a rele dine oswa manje midi. Twazyèm repa a rele soupe oswa manje aswè. Gen kèk moun ki manje sa yo rele goute nan apremidi. Men se pa yon pratik ki kouran nan kilti ayisyèn nan. Ki kalite manje Ayisyen manje pou chak repa?

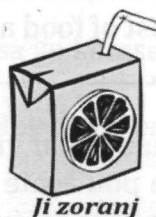
✦ **Lè moun yo fèk leve nan maten, pou dejene yo pran:**



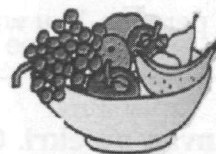
Yon tas kafe



Kafe olè



Ji zoranj



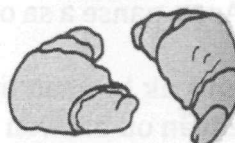
Fwi



Mayi moulèn



Konflèks ak lèt



Kwasan

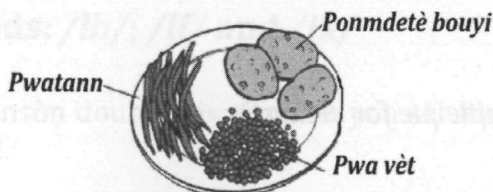


Pen ak ze fri

✦ **Pou dine a midi, moun yo konn manje:**



Diri ak pwa



Pwatann

Ponmdetè bouyi

Pwa vèt



Moul

Woma

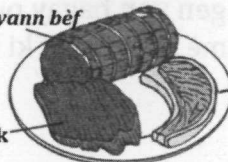
Zuít

Krevèt



Salad leti ak tomat

Vyann bèf



Biftèk

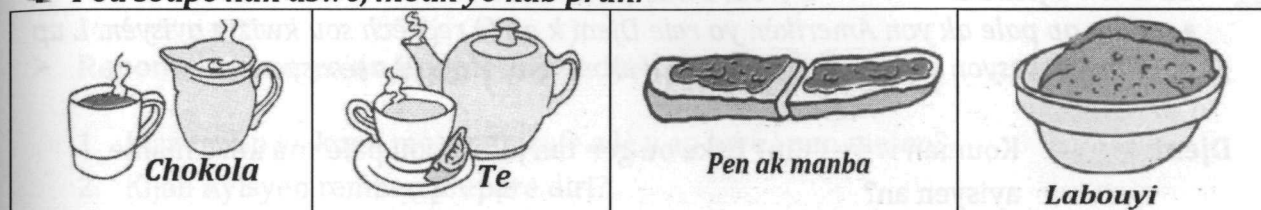
vyann kochon

Kodenn

Poulè



✚ *Pou soupe nan aswè, moun yo kab pran:*



✚ *Itlize mo ak ekspresyon sa yo pou pale de repa ak manje ayisyen*

| | | | |
|------------------|----------------------|-------------------|----------------------|
| akasan | corn meal porridge | labouyi | porridge |
| bouyon | stew | labouyi bannann | plantain porridge |
| dejene | breakfast | lanbi ansòs | steamed conch |
| dine | lunch | mayi kreve ak pwa | corn meal and beans |
| diri ak pwa kole | rice and beans | poulè fri | fried chicken |
| diri ak sòs pwa | rice with bean puree | pwason boukannen | grilled fish |
| fritay | fried foods | soupe | supper |
| goute | afternoon snack | sòs pwa | bean puree |
| griyo | fried pork | taso bèf | fried beef |
| kabrit griye | grilled goat | taso kabrit | fried goat |
| konsonmen | broth | tchaka | a kind of thick stew |

✚ *Itlize mo ak ekspresyon sa yo pou pale de ajantri ak vesèl*

| | | | |
|---------|-----------------------|-------------|------------|
| ajantri | silverware | kouto | knife |
| asyèt | plate | manch pilon | pestle |
| bòl | bowl | nap | tablecloth |
| bonm | cooking pot | paswa | mortar |
| chodyè | big cooking pot | pilon | strainer |
| fouchèt | fork | soukoup | saucer |
| graj | grater | soupla | placemat |
| kabare | tray, serving platter | tas | cup |
| kaswòl | frying pan | vè | glass |
| kiyè | spoon | vesèl | dishes |



CD 3-1 - DJALÒG

- Filip ap pale ak yon Amerikèn yo rele Djeni k ap fè rechèch sou kwizin ayisyèn. L ap poze Filip kèk kesyon sou fason moun ann Ayiti manje. Koute konvèsasyon an.

- Djeni:** - Kouman w ye Filip? Èske ou gen tan jodi a pou pale sou koze manje ayisyen an?
- Filip:** - Men wi Djeni. Ou mèt poze m tout kesyon w vle.
- Djeni:** - Eske ou kab di m kisa Ayisyen konn manje nan maten an jeneral?
- Filip:** - Si yo gen lajan, nan maten, Ayisyen manje bannann ak ze fri, omlèt ak pen, mayi moulen ak zaboka, kònfleks ak lèt epi akasan ak pen.
- Djeni:** - Ki bwason yo konn bwè? Yo konn bwè kafe oswa te?
- Filip:** - Pi fò Ayisyen renmen bwè kafe lèmanten. Yo konn melanje kafe a ak lèt. Gen moun ki bwè te, ji zoranj, limonad elatriye.
- Djeni:** - E a midi sa moun yo manje? Yo di m Ayisyen renmen diri. Èske se vre?
- Filip:** - Se vre wi! Ayisyen manje diri anpil wi. Gen moun ki kwit diri kole ak pwa; gen lòt ki fè diri blan ak sòs pwa. Epi gen lòt ki manje diri a ak legim.
- Djeni:** - Se diri sèlman yo manje kòm dine?
- Filip:** - Non Djeni ! Dine se repa ki pi enpòtan nan jounen an. Se lè sa a moun yo manje vant deboutonnen. Dabò, moun yo manje salad ak bannann. Answit, yo manje diri oswa mayi ak vyan oubyen pwason. Apre, yo manje desè tankou pen patat oswa salad fwi.
- Djeni:** - E ki bwason ki konn gen sou tab la lè moun yo ap dine?
- Filip:** - Gen moun ki konn bwè kola oswa koka. Men pi fò moun renmen bwè ji fwi tankou ji zoranj, chadèk, kowosòl, kachiman, sitwon elatriye.
- Djeni:** - Ki lòt repa moun yo pran apre dine a?
- Filip:** - Vè senkè konsa, moun kò bon yo konn pran sa yo rele goute. Men pifò Ayisyen se twa repa yo pran pa jou. Apre dine, se soupe moun yo konn pran.
- Djeni:** - Kisa w vle di pa moun kò bon? M pa konprann ekspresyon sa a?
- Filip:** - Moun kò bon se yon ekspresyon nou itilize pou pale de boujwa oubyen moun ki gen lajan. Moun sa yo gen tandans manje tankou blan franse.
- Djeni:** - A! M konprann. Men kisa moun yo manje kòm soupe?
- Filip:** - Kòm soupe, moun yo pa manje anpil. Gen sa k pran chokola ak pen; gen lòt ki pran labouyi. Granmoun yo renmen bwè te kannèl oubyen te fèy kowosòl avan y al kouche pou yo kab byen dòmi.
- Djeni:** - Mèsi anpil Filip. M kontan paske w ban m bon jan enfòmasyon. Orevwa!

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Kisa moun yo konn mete nan kafe a lè y ap bwè l nan maten?
2. Kijan Ayisyen renmen prepare diri?
3. Apre diri, ki lòt bagay Ayisyen konn manje a midi kòm dine?
4. An jeneral, kisa moun yo pi renmen bwè lè y ap dine?
5. Èske se tout Ayisyen ki konn pran goute nan apremidi?
6. Kijan ou kab defini ekspresyon « moun kò bon »?
7. Ki lòt nasyon, moun kò bon yo ap eseye imite?
8. Eske moun yo manje anpil lè y ap soupe nan aswè?
9. Poukisa granmoun yo bwè te fèy kowosòl avan y al kouche?
10. Èske ou panse enfòmasyon Filip bay Djeni yo itil? Poukisa?



Pikliz

Griyo



Diri djondjon



Bannann peze

MANJE AYISYEN

Enfòmasyon kiltirèl: “Manje vant deboutonnen.” “Manje vant plen.” “Manje kòlèt debraye.” These three Kreyòl expressions are synonym. They all mean “to eat one’s fill” or “to eat a lot”. When tourists visit Haiti, they usually eat “*vant deboutonnen*” because the exotic and flavorful Haitian cuisine is delicious. Haiti’s national dish is *diri kole ak pwa* which is similar to the Jamaican “rice and peas”.

Common examples of dishes native to Haiti are *mayi moulen* (cornmeal mush), *bannann peze* (fried plantains), *pikliz* (spicy pickled carrots and cabbage), *diri djondjon* (rice with black mushroom), *soup joumou* (pumpkin soup), *pen patat* (sweet potato bread), *tchaka* (a thick rich stew with corn).

ANNOU PRATIKE

A. Kilè yo bwè oswa manje aliman sa yo? Di si yo pran aliman sa yo pandan dejene, dine oswa soupe. Swiv egzanp lan.

Egzanp: kabrit griye

Repons: Se pandan dine yo manje kabrit griye.

- | | | |
|----------------------|---------------------|------------------|
| 1. pen ak manba | 5. diri kole ak pwa | 9. pen ak ze fri |
| 2. griyo ak pikliz | 6. labouyi | 10. bannann peze |
| 3. akasan | 7. kafe olè | 11. poulè fri |
| 4. mayi kreve ak pwa | 8. te fèy kowosòl | 12. chokola |

B. Ann fè yon ti tès sou aliman yo – Fè tès (*test*) la pou wè si ou byen enfòm sou zafè alimantasyon. Se pou ou chwazi bon repons lan. Swiv egzanp lan.

Ki aliman oswa bwason...

- | | | |
|-------------------------|--------------------------------------|---------------------------|
| 1. ki gen mwens sèl? | 2. ki gen mwens grès (<i>fat</i>)? | 3. ki pa gen anpil sik? |
| a) diri ak pwa | a) poulè fri | a) akasan |
| b) labouyi | b) taso bèf | b) labouyi |
| c) mayi moulen | c) salad leti ak tomat | c) ji zoranj |
| d) griyo ak pikliz | d) ze fri | d) lanbi ansòs |
| 4. ki gen mwens kalori? | 5. ki gen mwens pwoteyin? | 6. ki gen plis vitamin C? |
| a) gato chokola | a) vyann kochon | a) te fèy kowosòl |
| b) krèm kokoye | b) biftèk | b) labouyi bannann |
| c) salad fwi | c) ze bouyi | c) ji seriz ki fèk fèt |
| d) tat opòm | d) soup legim | d) diri ak sòs pwa |

C. Etap nan preparasyon yon repa – Pou prepare epi manje yon repa konplè, gen plizyè etap pou ou swiv. Annou klase etap sa yo dapre lòd kwonolojik. Swiv egzanp lan.

- | | |
|---------------------------------------|--|
| a. ____ sèvi manje a. | f. ____ al achte pwovizyon yo. |
| b. ____ kwit manje a. | g. <u>1</u> ____ chache resèt epi òganize meni an. |
| c. ____ di tout moun atab! | h. ____ ranje tab la ak ajantri yo. |
| d. ____ fè vesèl la. | i. ____ mande envite yo si manje a te bon. |
| e. ____ fè lis pwovizyon alimantè yo. | j. ____ sèvi desè a. |

D. Ajantri ak vesèl yo! – Chwazi mo oswa ekspresyon ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

bòl – graj – kiyè – kouto – paswa – bonm – vè – tas – pilon – vesèl – kaswòl

Egzanp: Se nan _____ yo bwè kafe.

Repons: Se nan **tas** yo bwè kafe.

1. Pou manje soup joumou, ou dwe itilize yon _____.
2. Se nan yon _____ ou dwe sèvi envite yo soup joumou an.
3. Se yon _____ ou bezwen pouw kwit soup joumou an.
4. Kwizinyè a bezwen yon _____ pou l fri pwason an.
5. Ou kab itilize yon _____ pou bwè wonm Babankou oswa diven.
6. Wozmari bezwen yon _____ pou l koule ji a.
7. Se yon _____ ou bezwen pou w pile zepis yo.
8. Li itilize yon gwo _____ pou l kab koupe vyann nan.
9. Se yon _____ kwizinyè a bezwen pou graje kokoye a.
10. Fòk nou fè _____ yo lè nou fin manje.

E. VRÈ OU FO ? – Di si fraz ki anba yo vrè oswa fo. Apre sa, korije fraz ki fo yo epi kite fraz ki vrè yo jan yo ye a. Swiv egzanp lan.

Egzanp 1: Ayisyen konn bwè kafe olè epi manje akasan ak pen nan maten.

Repons 1: VRÈ

Egzanp 2: Ayisyen pran senk repa an jeneral.

Repons 2: FO Ayisyen pran **twà** repa an jeneral.

1. Premye repa Ayisyen manje rele dejene oswa manje maten.
2. Dezyèm repa a rele soupe oswa manje midi.
3. Twazyèm repa a rele dine oswa manje aswè.
4. Tout Ayisyen pran yon ti goute nan apremidi.
5. Se pen ak ze Ayisyen manje kòm soupe leswa.
6. Lèmaten, Ayisyen konn manje mayi moulèn epi yo konn bwè kafe.
7. Lè yo leve nan dòmi, granmoun yo konn bwè te fèy kowosòl.
8. Labouyi se yon pla yo manje pou dine.

F. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou konn kwit manje?
2. Ki manje ou konn kwit? Kouman ou kwit manje sa a?
3. Ki manje ou pi renmen?
4. Kisa ou bwè ak manje lè ou leve nan maten?
5. Ki bwason ou pi renmen?
6. Ki manje ou pa renmen? Poukisa

II. Comparison with verbal expressions

✚ Verbs can be used to compare two or more nouns in Kreyòl. When you are talking about two or more people, animals, places, events and things you can compare them. You can talk about the differences or the absence of difference in how they do things.

✚ **Equal comparison** - To compare people, animals, places, events or things, when there is no difference, use noun 1 + verb + **menm jan ak** (the same way as) or **tankou/kou/kouwè** (like, as) + noun 2.

1. Filip travay anpil menm jan ak Wozlò. - *Filip works as much as Wozlò.*
2. Yon chwal kouri vit kou yon bekàn. - *A horse runs as fast as a bicycle.*
3. Pòtoprens kraze menm jan ak Leyogàn. - *Pòtoprens is as badly damaged as Leyogàn.*

✚ **Comparison of superiority** - To compare the difference in term of superiority between two people, animals, things or events, use noun 1 + **plis** + adjective + **pase** + noun 2.

1. Yon chadèk gen plis ji pase yon sitwon. - *A grapefruit gives more juice than a lemon.*
2. Sè m nan travay plis pase frè m nan. - *My sister works more than my brother.*
3. Filip dòmi plis pase Wozlò. - *Filip sleeps more than Wozlò.*
4. Yon chwal kouri plis pase yon rat. - *A horse runs more than a rat.*

✚ **Comparison of inferiority** - To compare the difference in term of inferiority between two people, things or events, use noun 1 + **mwens** + adjective + **pase** + noun 2.

1. Yon chat travay mwens pase yon bourik. - *A cat works less than a donkey.*
2. Wozlò dòmi mwens pase Filip. - *Wozlò sleeps less than Filip.*
3. Mimos gen mwens lajan pase Lisi. - *Mimos has less money than Lisi.*
4. Wozlò renmen avyon mwens pase tren. - *Wozlò likes plane less than train.*

ANNOU PRATIKE

- A. **Ann fè konparezon egal ego** – Konpare de eleman ki anba yo pou w di pa gen diferans. Sèvi ak **menm jan ak, tankou/kou/kouwè** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Mari jwe baskètbòl /Cheril Milè jwe baskètbòl

Repons: *Mari jwe baskètbòl menm jan ak Cheril Milè.*

- | | |
|--------------------------------|------------------------------------|
| 1. Emlin chante/wosiyòl chante | 4. Filip dòmi/ Wozlò dòmi |
| 2. Jaki manje/kochon manje | 5. Fi a bwè tafya. Dyab bwè tafya. |
| 3. Chwal kouri/chen kouri | 6. Mara travay. Bèt travay. |

- B. **Ann fè konparezon pozitif** – Konpare de eleman ki anba yo pou w di ki diferans ki genyen. Sèvi ak **plis ... pase** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Wozlò travay. Men Filip travay plis. → **Repons:** *Filip travay plis pase Wozlò.*

- | | |
|---|--|
| 1. Zoranj gen ji. Men chadèk gen plis ji. | 4. Adriyen etidye. Men Anayiz etidye plis. |
| 2. Chen travay. Men bourik travay plis. | 5. Milèt kouri. Men Chwal kouri plis. |
| 3. Kabrit manje. Men bèf manje plis. | 6. Lwi gen lajan. Men Lisi gen plis lajan. |

- C. **Ann fè konparezon negatif** – Konpare de eleman ki anba yo pou w di ki diferans ki genyen. Sèvi ak **mwens ... pase** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Woma koute lajan. Krevèt koute mwens lajan.

Repons: *Krevèt koute mwens lajan pase woma.*

- | | |
|-------------------------------------|---------------------------------------|
| 1. Jiraf kouri. Chwal kouri mwens. | 4. Timoun jwe. Granmoun jwe mwens. |
| 2. Anpoul klere. Lanp klere mwens. | 5. Etidyan etidye. Elèv etidye mwens. |
| 3. Ou gen lajan. Li gen mwens lajan | 6. Pwofesè pale. Kontab pale mwens. |

D. Ann itilize mo konparezon yo! – Chwazi sa ki pi apwopriye a nan mo konparezon pou w konplete chak fraz ki anba yo. Ou kab sèvi ak menm mo a plizyè fwa. Swiv egzanp lan.

menm jan ak, tankou/kou/kouwè – mwens ... pase – plis ... pase

Egzanp: Yon Ayisyen pale Kreyòl _____ yon Bayameyen.

Repons: Yon Ayisyen pale Kreyòl plis pase yon Bayameyen.

1. Yon pwofesè lekòl pale _____ yon bòs ebenis.
2. Yon kòdonye ekri _____ yon ekriyen.
3. Yon chat manje _____ yon kochon.
4. Yon motosiklèt kouri _____ yon bisiklèt.
5. Yon kay koute _____ lajan _____ yon machin.
6. Pastè a preche _____ pè a.
7. Mari jwe baskètbòl _____ Cheril Milè.
8. Yon bòs tayè chita _____ yon pwofesè lekòl.

E. Ann reponn kesyon! – Reponn chak kesyon sa yo kòm sadwa. Swiv egzanp lan.

Egzanp: Ki bèt ki travay plis: yon chat oswa yon bourik?

Repons: Yon bourik travay plis.

1. Ki moun ki manje mwens: yon granmoun oswa yon timoun?
2. Ki bèt ki manje plis: yon chwal oswa yon poul?
3. Ki moun ki ekri plis: yon pwofesè oswa yon koutiryè?
4. Ki moun ki kwit manje mwens: yon kwizinyè oswa yon kontab?
5. Ki pwofesyon ki bay plis lajan: pwofesè oswa doktè?
6. Ki moun ki etidye plis: yon elèv lekòl oswa yon bòs mason?
7. Ki moun ki travay ak plis lajan: Yon bankye oswa yon ouvriye?
8. Ki moun ki jwe mwens: yon granmoun oswa yon timoun?

4. Comparison of inferiority - To compare the difference in term of inferiority between two people, things or events, use noun 1 + *mwens* + adjective + *pase* + noun 2.

- | | |
|---|------------------------------------|
| 1. Yon chat travay mwens pase yon bourik. | A cat works less than a donkey. |
| 2. Wazla dènye mwens pase Filip. | Wazla sleeps less than Filip. |
| 3. Mimoz gen mwens lajan pase Lisi. | Mimoz has less money than Lisi. |
| 4. Wazla reamen avyon mwens pase tren. | Wazla flies plane less than train. |

III. Consonant blends: /lm/; /ls/ and /lt/

- ✚ /lm/; /ls/ ak /lt/ se konsòn doub ou jwenn nan yon sèl silab. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



- A. CD 3-2 – Koute epi repete mo sa yo ki gen /lm/; /ls/ ak /lt/ ladan yo.

LM, lm: *almanak, kalm, kalma, kalman, kalmason, kalme, kalmi, malmachwa, malmakak, malman, malmanje, malmennen, malmouton*

LS, ls: *alsiyis, malsen, malsite, malswen, vals, valse*

LT, lt: *altè, altèkasyon, altènate, altènatif, altitid, alto, bèlte, palto, salte, saltenbank*

- B. CD 3-3 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /lm/; /ls/ ak /lt/ ladan yo.

IV. Annou koute

- ✚ **Preparing for listening**

You will use what you have learned to understand a recording describing a recipe.



CD 3-4 – Resèt labouyi bannann

- A. **Anvan ou koute.** Ou pral koute yon resèt labouyi bannann. Reflechi pou w sonje kalite enfòmasyon ou konn abitye wè nan jan de dokiman sa yo. Kijan yon resèt òganize? Ki jan de dokiman yo ye? Èske se tèks enfòmatif, deskriptif, naratif oswa eksplikatif?

- ✚ **Kèk mo ak ekspresyon ou bezwen pou ede w konprann sa ou pral tande a**

| | | | |
|-------------|-----------------|-------------|-------------------------|
| kèp | cup | zès sitwon | lime zest |
| lèt kokoye | coconut milk | blennde | to process in a blender |
| yon pense | a pinch | graje | to grate |
| kannèl | cinnamon | rès lèt la | the rest of the milk |
| miskad | nutmeg | dife mwayen | medium heat |
| esans vaniy | vanilla extract | epè | thick |

B. Pandan w ap koute. Pandan w ap koute a, premyèman, ekri engredyan ou bezwen pou labouyi bannann nan. Dezyèmman, ekri tout etap ou dwe swiv yo. Twazyèmman, eseye reponn kesyon sa yo ki anba a.

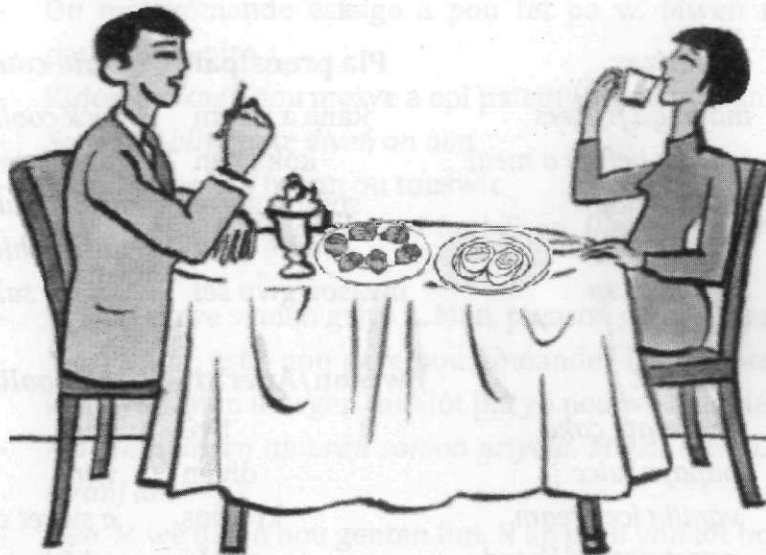
D. Lè ou fin koute. Reponn kesyon ki anba yo dapre anrejistremman an. Ou kab fè travay sa a an goup.

1. Ki kantite bannann ou bezwen si w ap kwe labouyi bannann pou kat moun?
2. Poukisa ou dwe mete zès sitwon nan labouyi bannann nan ?
3. Kisa ou fè an premye lè w ap fè labouyi bannann?
4. Ak kisa pou ou mete bannann nan bouyi lè ou fin graje l oswa blennnde l?
5. Konbyen tan labouyi bannann nan bezwen pou l kwit?
6. Kisa k pèmèt ou wè labouyi bannann nan kwit?
7. Poukisa ou dwe brase labouyi bannann nan souvan?
8. A ki moman ou dwe mete esans vaniy la ak zès sitwon an?

Leson 4 : Nan restoran an !

- Language aim: **Ordering food and drink in a restaurant**
- Vocabulary: **Ekpresyon ak mo pou kòmande manje ak bwason nan restoran**
- Grammar and structures: **The superlative**
- Pronunciation and spelling: **Consonant blends: sk; sl; sm;**
- Writing: **Abitid alimantè ou**

I. Kisa n ap kòmande pou desè?



Gen diferant kalite restoran ann Ayiti. Ou chwazi kote pou w manje an fonksyon de kantite lajan ou gen nan pòch ou. Si w se malere, ou kab ale kay yon machann manje kwit pou w manje yon chen janbe oswa yon aleken. Si ou pa vle manje nan lari, ou gen dwa ale nan yon restoran nòmàl kote ou kab rantre chita sou tab. Se manje lokal yo sèvi nan restoran sa yo. Gen lòt restoran chik kote grannèg ale manje leswa. Se sitou manje franse yo sèvi nan restoran chik sa yo. Lè w al manje nan yon restoran chik, ou kòmanse repa a ak yon aperitif oubyen yon òdè tankou patedfwa, soup zonyon, zuit, moul, salad oubyen yon vè diven. Apre sa a, yo sèvi pla prensipal la. Answit, yo sèvi desè a. Apre desè a, gen moun ki konn bwè te oubyen kafe pou fini. Lè ou fin manje nèt, sèvè a ap pote nèt la ba ou pou w kab peye. Manje nan Restoran sa yo bon anpil men yo chè anpil tou.

✚ **Sèvi ak mo epi ekspresyon sa yo pou pale de restoran**

| | | | |
|--------------------|-----------------------------------|---------|----------|
| adisyon/nòt | bill, check | kòmann | order |
| aleken/ chen janbe | cheap cooked food sold on streets | kòmande | to order |
| chèf/kwizinye | chef | malere | poor |
| restoran chik | fine restaurant | meni | menu |
| restoran nòmal | regular restaurant | poubwa | tips |
| dine ochandèl | candle light dinner | sèvè | waiter |

✚ **Sèvi ak mo epi ekspresyon sa yo pou pale de repa nan restoran**

| Òdè | Appetizer | Plà prensipal | Main course |
|-------------|-----------------------|----------------|-------------------------|
| akra | malanga fritters | kana a loranj | duck cooked with orange |
| aperitif | a drink before a meal | kòk oven | rooster in wine |
| eskago | snail | somon griye | grilled salmon |
| patedfwa, | goose liver pâté | poulè a lay | garlic chicken |
| soup zonyon | oignon soup | pwason gwo sèl | coarse salt fish |

| Desè | Dessert | Bweson/Aperitif | Alchoolic Beverage |
|---------------|--------------------|-----------------|-----------------------|
| gato ochokola | chocolate cake | byè | beer |
| ji papay | papaya juice | diven | wine |
| krèm vaniy | vanilla ice cream | kremas | a sweet creamy liquor |
| pen patat | sweet potato bread | wiski | whiskey |
| tat zanmann | almond tart | wonm punch | rum punch |

CD 3-5 - DJALÒG



- *Djeni, yon amerikèn ak mari li, Djonnn, al manje nan restoran Che Jera nan Petyonvil. Y ap kòmande manje ak bwason. Koute konvèsasyon an.*

- Sèvè a:** - Bonswa mesye. Bonswa madam. Èske n ap pran yon aperitif avan nou kòmande?
- Djonnn:** - *Men wi! N ap pran yon boutèy diven blan. Ki òdèw ou genyen aswè a.*
- Sèvè a:** - Ou ap jwenn tout òdèw ou wè nan meni an. Men m ta konseye nou pran eskago a lay la. Li bon anpil.
- Djonnn:** - *Sa w panse Djeni? Ou vle eseye eskago a lay la?*
- Djeni:** - Ou mèt kòmande eskago a pou tèt pa w. Mwen menm, m ap pran patedfwa a pito.
- Sèvè a:** - Kidonk eskago pou mesye a epi patedfwa pou madanm nan.
- Djonnn:** - *Se sa! Pa bliye pote diven an non.*
- Sèvè a:** - Diven an ap vin jwenn ou touswit.
- Djonnn:** - *M ap pran kana ak loranj lan. E ou Djeni, kisa w ap pran kòm pla prensipal?*
- Djeni:** - M anvi eseye somon griye a. Men, pwason gwo sèl la sanble bon tou!
- Sèvè a:** - Mesyedam, èske nou pare pou kòmande? Espesyalite chèf la aswè a, se kòk oven. Men nou gen tout lòt pla yo nou wè nan meni an tou.
- Djonnn:** - *Madanm mwen ap pran somon griye a. Mwen menm, m ap pran kana a loranj lan.*
- Sèvè a:** - Oke. M wè diven nou gentan fini. N ap pran yon lòt boutèy?
- Djonnn:** - *Wi n ap pran yon lòt boutèy nan menm diven an. Pote yon po dlo pou nou tou silvouplè.*
- Djeni:** - Se pati bon somon m nan bon ! M pa regrèt m te chwazi l. E ou menm Djonnn, kouman kana w la ye?
- Djonnn:** - *Li trè bon. Ou mèt goute wi si ou vle. Ou kwè m ap kab manje desè apre tout manje sa yo?*
- Sèvè a:** - Mesyedam, kòm desè, nou genyen bon gato fwi ranvèse, pen patat, krèm alaglas epi tat zanmann. Kisa n ap pran?
- Djonnn:** - *Vant mwen plen. M pa nan desè aswè a. E ou menm Djeni?*
- Djeni:** - M pa nan desè nonpli. M ap pran yon te ositwon sèlman pou fini.
- Djonnn:** - *Tou pote adisyon an pou nou lè w ap pote te ositwon an pou madanm nan.*

- Sèvè a:** - Men te a epi sa a se nòt la jan w te mande a. Mèsi anpil paske nou te chwazi Che Jera aswè a. M swete manje a ak sèvis la te nan gou nou.
- Djonn:** - *Mèsi anpil ! Manje a te ekselan. Ou mèt kenbe monnen an kòm poubwa pou bon sèvis sa a ou ban nou aswè a.*

ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Ki aperitif Djonn ak Djeni te kòmande?
2. Ki òdè sèvè a te pwopoze moun yo?
3. Ki òdè moun yo te chwazi?
4. Ki pla prensipal moun yo te pran?
5. Konbyen boutèy diven moun yo bwè pou sware a?
6. Ki koulè diven moun yo te bwè?
7. Èske moun yo te renmen pla prensipal yo te chwazi yo? Poukisa?
8. Èske moun yo te kòmande desè? Poukisa?
9. Kisa Djeni te pran apre pla prensipal la? E Djonn?
10. Èske moun yo te satisfè ak manje a epi sèvis la? Poukisa?

- ❖ **Enfòmasyon kiltirèl:** Because of the economic situation of Haiti, only a small fraction of the population has formal family meals or dines in fine restaurants. However, there are some table manners and rules in Haiti that are similar to the ones observed in France. In fact, the Haitian middle class and the elite tend to follow the French traditions. Here are some basic rules you should observe if you are invited for dinner in Haiti. It's not necessary to bring a gift for the host when invited for dinner, but a good bottle of wine is always appropriate. When the aperitif is served, you must wait for the host to give the toast before drinking. In Haiti, it is considered rude to put one's elbows on the table. It is also considered impolite to keep one's hands below the table. It is very impolite to take a bite from the whole piece of bread; you should tear a bite-sized piece before eating it. And it is not acceptable to eat foods with your hands when you are at the dinner table, with the exception of bread.

ANNOU PRATIKE

A. Nan restoran ayisyen! – Di kilè yo fè bagay sa yo nan restoran ayisyen. Se pou ou chwazi repons **A** oswa **B** menm jan ak egzanp lan.

Egzanp: Yo manje salad...

Repons : a. avan pla prensipal la.

a. *avan pla prensipal la.*

b. *apre pla prensipal la.*

1. Yo kòmande manje...

a. *apre yo fin gade meni an.*

b. *avan yo gade meni an.*

2. Yo manje òdèw...

a. *apre desè a*

b. *avan ou manje pla prensipal la.*

3. Yo bwè kafe oswa te...

a. *avan ou manje desè*

b. *lè ou fin manje desè a*

4. Yo pran aperitif...

a. *avan ou manje òdèw*

b. *lè ou fin manje òdèw*

5. Yo manje pla prensipal la...

a. *avan ou manje òdèw*

b. *lè ou fin manje òdèw*

6. Yo manje desè...

a. *apre pla prensipal la*

b. *avan ou manje pla prensipal la.*

7. Yo mande adisyon an...

a. *Lè yo fin manje nèt*

b. *avan yo kòmande manje*

8. Yo bay poubwa...

a. *avan ou peye.*

b. *lè ou fin peye*

B. Èske se aperitif, òdèw, pla prensipal oswa desè? – Di si aliman sa yo se aperitif, òdèw, pla prensipal oswa desè. Swiv egzanp lan.

Egzanp: somon griye → **Repons :** *Somon griye se yon pla prensipal li ye.*

- | | |
|--------------------------------|------------------------------|
| 1. eskago oswa patedfwa | 7. akra oswa marinad |
| 2. diri ak sòs pwa ak vyann | 8. krèm vaniy ak pen patat |
| 3. salad leti ak tomat | 9. salad fwi oswa tat opòm |
| 4. gato chokola ak krèm kokoye | 10. pwason gwo sèl |
| 5. soup zonyon | 11. kòk oven ak diri blan |
| 6. byè oswa diven | 12. griyo, pikliz ak bannann |

C. Nan restoran an! – Chwazi mo oswa ekspresyon ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

adisyon – ochandèl – kwizinye – pla prensipal – poubwa – kòmande – òdèw – sèvè – aperitif – meni – desè – resèt

Egzanp: Se yon _____ ki kwit manje nan restoran an.

Repons: Se yon kwizinye ki kwit manje nan restoran an.

1. Lè ou rive nan restoran an, fòk ou gade _____ an avan ou kòmande.
2. Si sèvè a ba ou bon sèvis, fòk ou ba l _____.
3. Se _____ a ki vin pran kòmann manje a epi ki pote l pou ou.
4. Lè mesye yo bezwen fè madanm yo kontan, yo mennen yo nan dine _____.
5. Se lè ou fin li meni an, ou kab _____ manje.
6. Sèvè a toujou pote _____ an pou ou lè w fin manje nèt.
7. Wonm Babankou, byè prestij oswa diven, se pou _____ yo konn sèvi yo.
8. An jeneral, yo pran _____ avan pla prensipal epi apre aperitif.
9. Kana aloranj, somon griye se _____ yo ye.
10. Tat opòm ak pen patat se _____ yo ye.

D. VRÈ OU FO ? – Di si fraz ki anba yo vrè oswa fo. Apre sa, koriye fraz ki fo yo epi kite fraz ki vrè yo jan yo ye ya. Swiv egzanp yo.

Egzanp 1: Nan restoran ayisyen, yo toujou pote nòt la lè ou fin manje nèt.

Repons 1: VRÈ

Egzanp 2: Nan restoran ayisyen, yo toujou sèvi desè avan pla prensipal la.

Repons 2: FO - Nan restoran ayisyen, yo toujou sèvi desè a apre pla prensipal la.

1. Yon aperitif se yon bwason ou pran an premye lè w ap manje.
2. Dezyèm bagay ou pran lè w ap manje yon repa fòmèl nan restoran se desè a.
3. Twazyèm bagay ou pran lè w ap manje yon repa nan restoran se pla prensipal la.
4. Sèvi a pa janm pote adisyon an nan koumansman repa a.
5. Akra, marinad ak eskago a lay se desè yo ye.
6. An jeneral se apre desè a, moun bwè te oswa kafe.
7. Salad fwi, krèm kokoye se aperitif yo ye.
8. Lè ou al manje nan restoran, fòk ou bay poubwa a avan ou manje.

E. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou renmen ale nan restoran? Poukisa?
2. Kisa ou konn kòmande lè w al nan restoran?
3. Èske ou toujou pran desè? Ki desè ou konn kòmande?
4. Èske ou konn bay anpil poubwa? Poukisa?
5. Ki rezon ki kab fè ou pa bay anpil poubwa?
6. Èske ou renmen al nan restoran pou kont ou oswa ak lòt moun ? Poukisa?

II. The superlative

✚ The superlative is the degree of comparison that indicates an extreme level which can be the highest or the lowest. There are two types of superlative in Kreyòl: superlative of superiority and inferiority. They can be created many ways.

✚ **Superlative of superiority** – To express the superlative of superiority use **pi** + adjective + **pase** + an expression of totality. You may also use **pi** preceded by **ki** + adjective + **nan**. Or simply use **pi** + adjective.

- | | |
|---|--|
| 1. Yon balèn pi gwo pase tout bèt. | - A whale is the largest of all animals. |
| 2. Jòdann pi fò pase lòt jwè yo. | - Jordan is the best of the players. |
| 3. Se kiba ki pi gwo zile nan Karayib la. | - Cuba is the largest island in the Caribbean. |
| 4. Nou kòmande pla ki pi chè a. | - We ordered the most expensive dish. |

✚ **Superlative of inferiority** – To express the superlative in term of inferiority use **mwen** + adjective + **pase; mwen** + adjective + **nan**; or simply **mwen** + adjective.

- | | |
|--------------------------------------|--|
| 1. Toyota mwen chè pase tout machin. | - Toyota is the least expensive of all cars. |
| 2. Jaki mwen frekan pase yo. | - Jaki is the least arrogant among them. |
| 3. Japon mwen vyolan nan monn nan. | - Japan is the least violent place in the world. |
| 4. Se Japon ki mwen vyolan. | - Japan is the least violent. |

ANNOU PRATIKE

A. Sipèlatif ak « nan » – Konpare de eleman ki anba yo pou w eksprime sipèlatif. Sèvi ak **nan** pou fè fraz yo. Swiv egzanp lan.

Egzanp: Mango bon. (tout fwi) → **Repons:** *Se mango ki pi bon nan tout fwi.*

- | | |
|---------------------------------|--------------------------------|
| 1. Melon gwo. (tout fwi) | 4. Lisi rich. (nan fanmiy lan) |
| 2. Bilding sa a wo (nan vil la) | 5. Fi a gra. (nan kay la) |
| 3. Elèv sa a fò. (nan lekòl) | 6. Adriyen jenn (nan klas la) |

B. Sipèlatif ak « pi/plis » oswa « mwen/mwens » sèlman – Reponn kesyon yo ki anba a. Konpare bèt ki anba yo pou w eksprime sipèlatif. Sèvi ak **pi/plis** oswa **mwen/mwens** pou fè fraz yo. Swiv egzanp lan.

balèn – towò – bourik – kabrit – kochon – poul – kodenn – kòk – chen – chat – rat

Egzanp: Ki bèt ki pi gwo nan tout bèt sa yo? → **Repons:** *Se balèn ki pi gwo.*

- | | |
|---------------------------|---------------------------|
| 1. Ki bèt ki pi bèl? | 4. Ki bèt ki pi dosil? |
| 2. Ki bèt ki pi parese? | 5. Ki bèt ki pi piti? |
| 3. Ki bèt ki travay plis? | 6. Ki bèt ki manje mwens? |

C. Mwayen transpò – Reponn kesyon yo ak sipèlatif. Swiv egzanp lan.

Egzanp: Dapre ou menm ki mwayen transpò ki pi rapid?

Repons: *Dapre mwen menm, avyon se mwayen transpò ki pi rapid.*

- | | |
|--------------------------------------|------------------------------------|
| 1. Ki mwayen transpò ki pi mwen chè? | 4. Ki machin ki pi lèd? |
| 2. Ki machin ki pi rapid? | 5. Ki machin ki pi solid? |
| 3. Ki machin ki pi bèl? | 6. Ki machin ki kouste plis lajan? |

D. Ann reponn kesyon yo! – Reponn chak kesyon sa yo kòm sadwa. Swiv egzanp lan.

Egzanp: Dapre ou menm, ki peyi ki pi bèl nan karayib la?

Repons: *Dapre mwen menm, se Ayiti ki pi bèl nan karayib la.*

1. Dapre ou menm, ki bèl lanmè ki pi bon?
2. Ki bèl ou pi renmen nan tout bèl?
3. Ki fwi ou pi renmen?
4. Dapre ou menm, ki peyi ki pi endepandan nan Karayib la?
5. Dapre ou menm ki aktè oswa aktris ki pi bon nan Woliwoud?
6. Dapre ou menm, ki dansè ki pi fò nan Amerik la?

III. Consonant blends: /sk/; /sl/ and /sm/

✚ /sk/; /sl/ ak /sm/ se konsòn doub ou jwenn nan yon sèl silab. Men, /kt/ li menm se nan de silab ki youn apre lòt ou jwenn li. Ou jwenn konsòn doub sa yo nan kèk mo Kreyòl.

ANNOU PRATIKE



A. CD 3-6 – Koute epi repete mo sa yo ki gen /sk/; /sl/ ak /sm/ ladan yo

SK, sk: *eskadwon, eskal, eskalad, eskalade, eskalòp, eskalye, eskandal, eskankandalè, eskanp, eskimo, eskiz, eskize, pliske*

SL, sl: *braslè, aslè, oslè*

SM, sm: *batisman, kosmetik kòsmòs, kosmonot, osmoz, talisman*



B. CD 3-7 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /sk/; /sl/ ak /sm/ ladan yo.

IV. Annou ekri

+ Abitid alimantè ou

You will use what you have learned in class to write about your eating habits.

A. Anvan ou ekri. Think about your eating habits during a typical day. How many times you eat. At what time? What do you eat?

1. Fill the following table in Kreyòl to help you organize your ideas.

| LÈ | ALIMAN |
|-------------------------------|---------------------|
| Ezanp: Vè uitè dimaten | Kafe olè; pen ak bè |
| | |
| | |
| | |
| | |
| | |

2. Then, give your opinion on your eating habits by saying whether you eat:

Trè byen - Byen - Ase byen - Mal - Trè mal

B. Ann ekri. Now, write about what you eat.

DD. Say what you eat and at what time

EE. Give your honest opinion on your eating habits

FF. Explain why you have adopted these eating habits

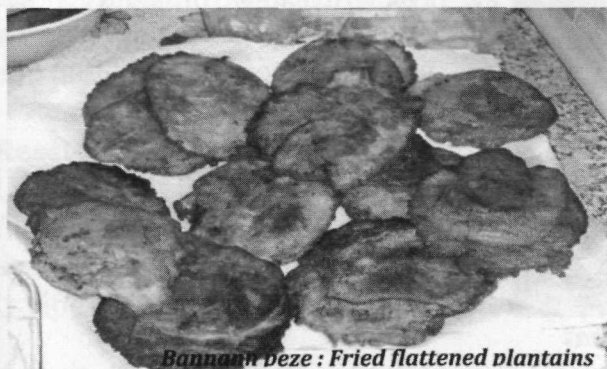
GG. Conclude by saying whether or not you'll change your eating habits

C. Lè ou fin ekri. Re-read your composition Is there something else you want to add or remove? Look closely at your text to check for possible spelling and grammar mistakes. Make the necessary corrections according to the grading guide below.

| Total: /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Dosye sosyokiltirèl

Manje ayisyen se koupe dwèt!



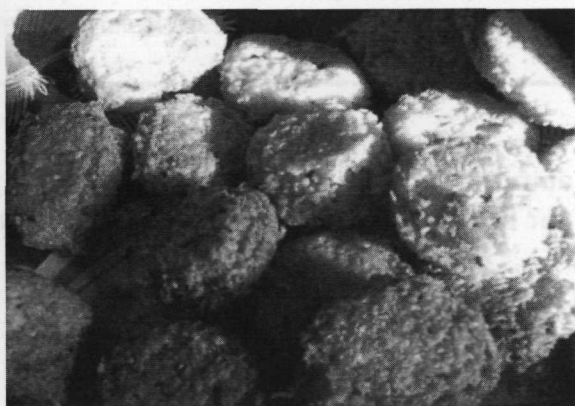
Bannann peze : Fried flattened plantains

Haitian cuisine is a mixture of various cooking styles influenced by the Arawak/Tainos Indian, Spanish, French, and African cuisines. During its history, several foreign countries have taken control of Haiti. They all introduced their food, eating habits and cooking techniques which significantly influenced Haitian cuisine.



Pikliz : Spicy pickled carrots and cabbage

Banana and plantain were probably introduced in Hispaniola (Haiti) by the Portuguese or the Spaniards in the 16th century. Haitians cook green plantains many ways. The most popular plantain dish in Haiti is *bannann peze ak pikliz* which is fried flattened green plantains with a spicy pickled cabbage and carrots.



Akra : Fried grated malanga

Before the arrival of Christopher Columbus 1492, the island of Hispaniola was inhabited by the Arawak/Tainos Indians who used to grow corn, squash, beans, peppers, sweet potatoes, yams and manioc. Modern Haitians still cook some of these foods the same way the Indians used to cook them.



Diri ak pwa kongo : Rice with pigeon peas



French pastries from Epi d'or

In the 16th Century, the Spaniards started to bring African slaves to work in sugarcane plantations. The Africans introduced okra, ackee, malanga, pigeon peas and various spices to the Haitian diet.

At the beginning of the 18th century the French took control of Haiti from Spain. From this time, France has contributed a great deal to Haiti's cuisine. French cheeses, desserts, and breads are commonly found at local markets and stores like Epi d'or and Boulangerie Marie Belliard in Petion-ville, Haiti.

❖ ANNOU LI

You will read a text about Haitian cuisine. Apply the techniques and use the strategies you learned to understand the text.

A. Anvan ou li. Èske ou konn kwit manje? Lè w ap kwit manje, èske ou swiv resèt? Avan ou li resèt ki anba a, panse a resèt ou abitye li an angle. Reflechi pou w sonje fason dokiman sa yo òganize. Ki kalite tèks yo ye? Eske se tèks naratif, deskriptif, agimantatif, ekplikatif oswa enfòmatif?

✦ *Men kèk mo ak ekspresyon pou ede n konprann resèt la*

| | | | |
|-------------|-----------------------|----------|------------------|
| annatandan | while, meanwhile | omwen | at least |
| bese dife a | to turn down the heat | ten | thyme |
| brase | to stir | toufe | to cover tightly |
| dezèdtan | two hours | tranpe | to soak |
| jiwòf | clove | uitèdtan | eight hours |

Resèt diri kole ak pwa sèch

Engredyan yo

Pou fè diri kole ak pwa sèch pou uit moun ou bezwen de ti mamit diri blan oswa jòn; yon mamit pwa sèch wouj oswa nwa; yon glòs luil doliv; twa tèt lay; yon bèl grenn zonyon; yon grenn magi; de gwo kiyè sèl; kat grenn jiwòf; yon ti pake pès; yon ti pake ten.

Resèt la

Lè w ap kwit diri kole ak pwa sèch, premye sa ou fè se lave pwa a epi mete l bouyi. 5
Pinga ou mete sèl nan pwa a lè w ap bouyi l. Ou kab mete yon tèt lay bouyi nan pwa a si ou vle. An jeneral, pwa sèch pran omwen dezèdtan pou l kwit si ou pa t mete l tranpe nan dlo pandan omwen uitèdtan anvan ou bouyi l.

Dezyèm bagay ou fè lè pwa a fin bouyi, se mete lwil doliv cho pou fri zepis yo. Mete chodyè ou cho ak luil la ladan l. Ansuit, mete lay la ak zonyon an fri. Apre sa, ajoute 10
pwa a; brase l pou kèk minit epi ajoute dlo a. Ou bezwen kat tas dlo pou de ti mamit diri. Mete magi a, sèl la, giwòf la, pès ak ten an nan dlo a. Kouvri chodyè epi kite dlo a bouyi.

Twazyèm bagay ou fè annatandan dlo a bouyi se netwaye epi lave diri a. Lè dlo a 15
bouyi ajoute diri a. Brase chodyè a youn oubyen de fwa pou byen melanje diri a ak pwa a. Kite diri a bouyi jouk dlo a sèch san ou pa kouvri chodyè a. Lè dlo a fin sèch nèt, fòk ou brase diri yon dènye fwa.

Dènye bagay ou fè se toufe diri a pou l kab byen kwit. Gen moun ki kouvri chodyè a 20
ak yon papye aliminyòm avan yo mete kouvèti a. Konsa tout chalè a rete anndan chodyè a. se sèl fason pou diri a kwit. Lè ou fin toufe diri a, fòk ou bese dife a anba l pou l pa boule. Kite chodyè a sou yon ti dife byen piti pandan dis a kenz minit konsa. Apre sa, ou mèt sèvi diri a paske l pare.

Frenand Léger, June 2010

B. Pandan w ap li. Tradwi fraz sa yo ki anba a an angle. Itilize glosè a ki nan fen liv la oswa yon diksyonè pou w kab tradwi fraz yo kòm sadwa.

1. Pou fè diri kole ak pwa sèch pou uit moun ou bezwen de ti mamit diri blan oswa jòn.
2. Lè w ap kwit diri kole ak pwa sèch, premye sa ou fè se lave pwa a epi mete l bouyi. Pinga ou mete sèl nan pwa a lè w ap bouyi l.
3. Dezyèm bagay ou fè lè pwa a fin bouyi, se mete lwil doliv cho pou fri zepis yo. Mete chodyè ou cho ak luil la ladan l. Ansuit, mete lay la ak zonyon an fri.
4. Kite diri a bouyi jouk dlo a sèch san ou pa kouvri chodyè a. Lè dlo a fin sèch nèt, fòk ou brase diri a yon dènye fwa.
5. Dènye bagay ou fè se toufe diri a pou l kab byen kwit. Gen moun ki kouvri chodyè a ak yon papye aliminyòm avan yo mete kouvèti a.
6. Kite chodyè a sou yon ti dife byen piti pandan dis a kenz minit konsa. Apre sa, ou mèt sèvi diri a paske l pare.

C. Lè ou fin li. Reyini nou an gwoup pou reponn kesyon yo dapre tèks la. Reponn kesyon yo an kreyòl.

1. Ki kalite diri ou bezwen pou kwit diri ak pwa sèch?
2. Ki kantite pwa ou bezwen pou w kwit diri ak pwa sèch pou kat moun?
3. Kisa ou fè dabò lè w ap kwit diri ak pwa sèch?
4. Lè w ap kwit diri ak pwa sèch, ki kantite sèl pou ou mete bouyi nan pwa a?
5. Konbyen tan pwa sèch pran pou l kwit si ou pa t tranpe l?
6. Èske pwa sèch kwit pi vit oswa mwen vit lè ou fin tranpe l?
7. Kilè pou ou mete diri a nan chodyè a?
8. Poukisa ou bezwen brase diri a?
9. Poukisa ou bezwen toufe diri a?
10. Poukisa ou dwe bese dife a anba diri a?

D. Lè ou fin reponn kesyon yo. Li repons ou yo ankò. Èske gen bagay ou bezwen ajoute oswa wete? Fè bon jan koreksyon nan travay ou avan ou pataje l ak lòt etidyan yo.

Man kèk mo ak ekspresyon pou ede w konprann tèks la.

| | | | |
|-------------|-----------------------|--------|------------------|
| anpatandan | while, meanwhile | anbyen | anywhere |
| bese dife a | to turn down the heat | lèt | light |
| brase | to stir | toufe | to cover tightly |
| chodyè | two hands | tranpe | to soak |
| dlo | clay | tranpe | right hands |

CHAPIT UIT

Lasante, maladi ak lanmò

In this chapter, you will learn language materials and develop skills to talk about health, well-being, illness, death and funerals.

You will learn how to:

- identify and describe human body parts
- discuss personal hygiene
- describe illnesses
- discuss healthcare issues
- identify and describe certain medications
- describe funerals
- indicate places and directions
- express emotion with interjections
- identify and pronounce certain consonant blends

You will use:

- terms for parts of the body
- terms related to illness
- terms related to healthcare
- terms related to death and mourning
- terms related to funerals
- the possessive construction **pa**
- prepositions and nouns with agglutinated articles
- the verb **ale** and the preposition **nan**
- interjections such as **anmwe, pòdyab, mezanmi** etc...
- certain consonant blends
- some common verbs.

Leson 1: Lasante ak liyèn se Kòkòt ak Figawo!

Leson 2: Pwoblèm sante !

Leson 3: Lasante se richès!

Leson 4: Veye lanmò!

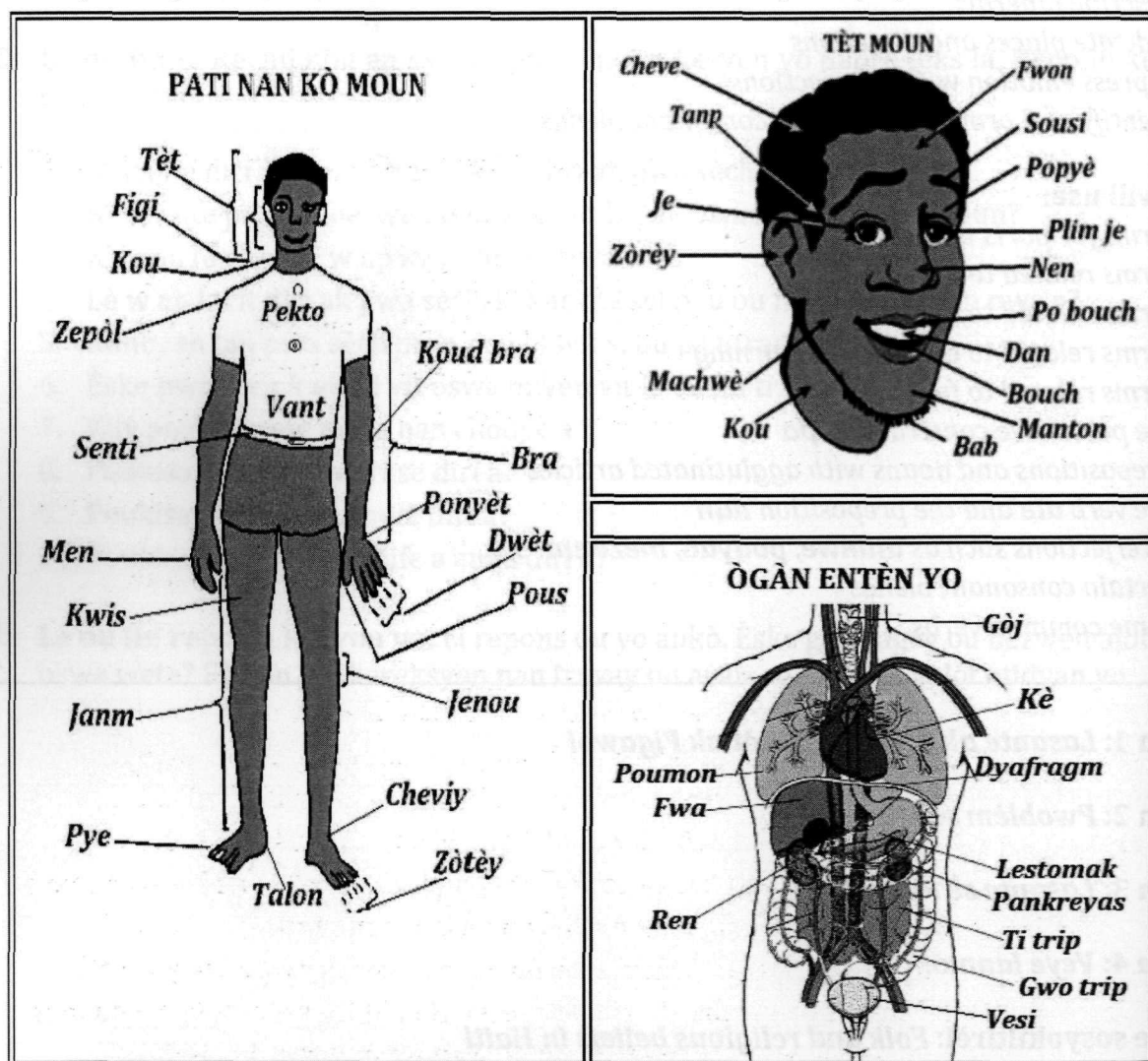
Dosye sosyokiltirèl: Folk and religious beliefs in Haiti

Leson 1 : Lasante ak liyèn se Kòkòt ak Figawo

- Language aim: *Describing your body and discussing personal hygiene*
- Vocabulary: *Ekpresyon ak mo pou dekri kò nou ak pou pale de liyèn*
- Grammar and structures: *The possessive construction pa*
- Pronunciation and spelling: *Consonant blends: sp; spr; st*
- Writing: *Fason w fè twalèt ou lèmaten*

I. Ann fè yon ti anatomi!

Mari ap swiv yon kou anatomi nan Fakilte medsin nan. L ap etidye pati ki nan kò moun.



✚ Men kèk mo ak ekspresyon pou n itilize lè n ap pale de liyèn kòporèl

| | | | |
|---------------|----------------------|------------------|---------------------------|
| benyen | to take a shower | savon ak champou | soap and shampoo |
| bwose dan | to brush one's teeth | bwòsdan ak pat | toothbrush and toothpaste |
| bwose cheve | to brush one's hair | bwòstèt | hairbrush |
| fè twalèt | to wash up | dlo cho | hot water |
| fè bab | to shave one's beard | krèm razaj | shaving cream |
| lave figi | to wash one's face | razwa | razor |
| mete rad | to get dressed | savon ak dlo | soap and water |
| penyen tèt | to comb | peny | comb |
| siye/seche kò | to dry oneself | sèvyèt | towels |
| raze | to shave | lam razwa | razor blades |

CD 3- 8 - DJALÒG



- *Filip fenk leve nan maten. Li an reta pou travay li. Wozlò nan saldeben an. Filip mande Wozlò pou l fè vit paske l prese.*

- Filip :** - Cheri, fè vit pou w ban m saldeben an. M prese. M bezwen ale.
- Wozlò :** - *M fèk antre nan saldeben an wi fillip. M poko menm bwose dan m.*
- Filip :** - Ebyen kòm m anreta, kite m fè twalèt mwen avan w Wozlò.
- Wozlò :** - *M kòmanse lave figi m, kite m fini. Men, ou pa t ka leve pi bonè?*
- Filip :** - Dòmi twompe m epi revèy la pa sonnen maten an.
- Wozlò :** - *Kouman revèy la pa sonnen an. Se pou w di ou te bliye mete alam nan yè swa. Se pa premye fwa sa rive. w*
- Filip :** - Oke ou gen rezon. Èske ou kab sòti nan saldeben an kounye a?
- Wozlò :** - *M ap ba w saldeben an men fòk ou fè vit paske m prese tou. M poko menm benyen. Apre sa, fò m abiye, penyen tèt mwen epi makiye.*
- Filip :** - M ap fè vit. Pa enkyete w. Kote w mete pat la ak lam razwa yo?
- Wozlò :** - *Pat la sou lavabo a bò kote bwòsdan yo. Lam razwa yo fini depi yè.*
- Filip :** - O!O! Bon kijan m pral fè bab mwen la? Kote razwa elektrik la?
- Wozlò :** - *M pa konnen non Filip. Chache l. Se pa w li ye. Se ou k konn sèvi avè l.*
- Filip :** - Oke manman! Ou kab pote yon sèvyet pou mwen? M ap bezwen l pou m siye kòm lè m fin benyen. Savon an genlè fini tou?
- Wozlò :** - *Kite m anrepo Filip ! Èske w ou bwose dan w deja? Fè vit pou w soti.*
- Filip :** - Ou pa bezwen fache Wozlò. M prèske fini. M fin savonnen. Se kò m m ap rense la. Apre sa, m ap annik penyen tèt mwen epi m fini.

- Wozlò :** - Filip! Kote w mete savon likid la ak ti sèvyèt m konn lave figi m nan?
Filip : - M te retire yo nan douch la. M mete yo menm kote ak chanpou a.
Wozlò : - Poukisa Filip? Ou kwè m di w pa deplase zafè m.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Poukisa Filip bezwen Wozlò soti nan saldeben an?
2. Èske Wozlò anvi ba Filip saldeben an? Poukisa?
3. Kisa Wozlò te koumanse fè lè Filip mande saldeben an?
4. Kisa k fè Filip leve ta konsa maten an?
5. Èske Wozlò bay Filip saldeben an?
6. Kibò pat la ye?
7. Ak kisa Filip konn abitye fè bab li lèmaten?
8. Ak kisa Filip fè bab li maten an? Poukisa?
9. Ak kisa Filip ap abiye maten an?
10. Kibò Filip mete savon likid la ak ti sèvyèt Wozlò a?

- ❖ **Enfòmasyon kiltirèl:** *Santi bon koute chè.* This Kreyòl proverb literally means "It costs a lot of money to smell good." The love of perfume is something that the Haitians probably inherited from the French. However, because of the economic situation, the majority of Haitians cannot afford perfume. In fact, most families live in small one or two bedroom homes that generally do not have electricity or running water. The lack of access to running water or a water heater naturally reduces personal hygiene standards and the ability of householders to clean their belongings and wash their clothes. Despite their poor sanitary conditions, proper grooming is surprisingly part of the daily routines of most people in Haiti. Even poor farmers usually take good care of themselves. Personal hygiene habits such as shower and brushing one's teeth are part of a regular routine even in countryside where the lack of amenities is greater. In fact, among country people, it is a must to brush your teeth and to wash your face in the morning before greeting someone. If you do not do that, it is believed that you are calling a curse down upon that person.

ANNOU PRATIKE

A. Asosiyasyon - Marye kolòn I ak II. Swiv egzanp lan.

- | | |
|------------------------|----------------|
| 1. <u>d</u> pise | a) je |
| 2. <u> </u> koute | b) bouch |
| 3. <u> </u> manje | c) nen |
| 4. <u> </u> lang | d) peni |
| 5. <u> </u> mache | e) goute |
| 6. <u> </u> montre | f) tèt |
| 7. <u> </u> reflechi | g) pye |
| 8. <u> </u> pran odè | h) dwèt |
| 9. <u> </u> gade | i) men |
| 10. <u> </u> touche | j) zòrèy |

B. Pati nan kò moun! - Chwazi sa ki korèk la pami mo ki anba yo pou reponn. Itilize atik defini korèk la pou reponn menm jan ak egzanp lan ki anba a.

Egzanp: Yo itilize yon bwòsdan pou netwaye yo.

Repons: *Se dan yo.*

poumon - dwèt - cheve - lang - kè - nen - dan - zòrèy - je - bab - vant

1. Se ògàn sa a ki pèmèt ou pran gou manje.
2. Yo sèvi ak yon bwòstèt pou bwose l.
3. Se ògàn sa a ki pèmèt ou gade televizyon oubyen li yon yon liv.
4. Se ògàn sa yo ki pèmèt ou moulèn manje avan ou vale l.
5. Se ògàn sa ki fè ou kab pran odè oswa respire.
6. Yo itilize yon razwa ak krèm razaj pou koupe yo.
7. Se ògàn sa ki pèmèt koute ou radyo oswa tande bri.
8. Se ògàn sa k ap ponpe san nan kò moun san rete.
9. Se ògàn entèn sa yo ki pèmèt kò n pwofite de oksijèn ki nan lè a.
10. Nou itilize yo pou kenbe plim lè n ap ekri. Ou kab mete bag ladan yo tou.

C. Aktivite nan maten - Chwazi mo oswa ekspresyon ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

pye - bwose - bouch - ponyèt - nen - kò - je - tèt - dwèt - sèvyèt - senti

Egzanp: Maten an, Filip pa _____ son revèy la.

Repons: Maten an, Filip pa tande son revèy la.

1. Lè Filip louvri _____ l maten an, li wè l gentan fè nevè dimaten.
2. Lè Filip leve, li mete sandal nan _____ l pou l al nan saldeben an.
3. Lè misye rive nan saldeben an li _____ dan l epi li lave je l.
4. Apre sa, li benyen. Lè l fini, li siye kò l ak yon _____.
5. Pandan Filip ap abiye, li mete yon sentiwon nan _____ l.
6. Lè Filip fin abiye, li mete yon mont annò nan _____ li.
7. Answit li pran dejene. Filip pa pran odè kafe a paske _____ l bouche.
8. Avan Filip ale, li mete chapo sou _____ li.
9. Apre sa a, li anbrase Wozlò sou _____ epi l ale.
10. Lè Filip rive nan travay, Wozlò rele l pou di l li bliye mete bag la nan _____ li.

D. Pwodwi pou liyèn kòporèl – Reponn kesyon yo menm jan ak egzanp lan ki anba a pou ou di sa w bezwen pou fè liyèn kòporèl.

Egzanp: Kisa ou bezwen pou w fè bab ou?

Repons: *M bezwen razwa, krèm razaj ak dlo.*

1. Kisa w bezwen pou ou savonnen kò w?
2. Kisa w bezwen pou ou rense kò w?
3. Kisa w bezwen pou ou siye kò w?
4. Kisa w bezwen pou w fè twalèt ou?
5. Kisa w bezwen pou ou raze w?
6. Kisa w bezwen pou w bwose cheve w?
7. Kisa w bezwen pou w lave cheve w?
8. Kisa w bezwen pou w penyen tèt ou?
9. Kisa w bezwen pou w lave je w?
10. Kisa w bezwen pou w bwose dan w?

E. Lijyèn kòporèl – Reponn kesyon yo menm jan ak egzanp lan ki anba a pou ou di sa w kab fè ak pwodwi sa yo.

Egzanp: Kisa ou kab fè ak yon razwa elektrik?

Repons: *M kab raze m. / M kab fè bab mwen.*

Kisa w kab fè ak... ?

- | | | |
|-------------------|---------------|---------------|
| 1. razwa elektrik | 5. chanpou | 9. peny |
| 2. bwòsadan | 6. bwòstèt | 10. rad |
| 3. dlo | 7. krèm razaj | 11. ti sèvyèt |
| 4. sèvyèt | 8. savon | 12. losyon |

F. Definisyon pati nan kò moun – Travay ak yon lòt etidyan pou w kreye pwòp definisyon pa w pou mo sa yo ki anba a. Apre sa a, li definisyon yo pou patnè w la. Li dwe devine mo ki koresponn a chak definisyon. Se pou n chanje wòl apre chak kesyon.

Egzanp: Li pèmèt ou pran odè epi respire. Se ki ògàn li ye?

Repons: *Se nen an*

- | | | |
|----------|-----------|------------|
| 1. bab | 5. tèt | 9. je |
| 2. dan | 6. ponyèt | 10. cheve |
| 3. lang | 7. pye | 11. zòrèy |
| 4. bouch | 8. dwèt | 12. poumon |

II. The possessive construction pa

✚ You have already learned that possession is indicated by placing the possessor after the item possessed (*Se kay Wozlò: It is Wozlò's house.*). Another way to express possession in Kreyòl is to use the possessive **pa** + the appropriate long or short form of the personal pronoun. This construction is the equivalent of the English possessive pronoun.

- | | |
|---------------------------------------|--|
| 1. Sa a se pa m. | - <i>This is mine.</i> |
| 2. Liv sa a se pa mwen. | - <i>This book is mine.</i> |
| 3. Èske se pa w li ye? | - <i>Is it yours?</i> |
| 4. Òdinatè a se pa w li ye kounye a. | - <i>The computer is yours now.</i> |
| 5. Machin sa a se pa l? | - <i>This car is hers/his.</i> |
| 6. Nou achte kay la; se pa nou li ye? | - <i>We bought the house; it's ours.</i> |
| 7. Wi, kay la se pa yo. | - <i>Yes, the house is theirs.</i> |

- ✚ Note that the possessive construction may be followed by the definite article singular or plural to add more definiteness to the noun or the pronoun that accompanies the possessive. Remember that the singular form of the definite article varies according to the last segment of the word it follows.

- | | |
|-----------------------------|--------------------------|
| 1. Plim sa a se pa mwen an. | - This pen is mine. |
| 2. Plim sa se pa m nan. | - This pen is mine. |
| 3. Se pa li a. | - It is his/hers. |
| 4. Se pa l la. | - It is his/hers. |
| 5. Se pa pa l la, | - It is not his/hers. |
| 6. Kreyon yo se pa w yo. | - The pencils are yours. |
| 7. Se pa m yo. | - These are mine. |

- ✚ **The possessive construction *kin + a*** – In the northern part of Haiti, a slightly different Kreyòl is spoken. One of the differences between standard Kreyòl and the Northern dialect is the use of the possessive. In the North, the possessive construction is ***kin + a*** + the appropriate personal pronouns.

- | | |
|-----------------------|--------------------|
| 1. Sa a se kin a m. | - This is mine. |
| 2. Sa a se kin a w. | - This is yours. |
| 3. Sa a se kin a i. | - This is his/hers |
| 4. Sa a se kin a nou. | - This is ours |
| 5. Sa a se kin a yo. | - This is theirs |

ANNOU PRATIKE

- A. Fòm kout posesif yo** – Itilize fòm kout posesif yo pou ranplase fòm long yo. Swiv egzanp lan.

Egzanp: - Se machin pa li a. → **Repons:** Se machin pa l la.

- | | |
|--------------------------|----------------------------|
| 1. Se chadèk pa mwen an. | 4. Se fwomaj pa ou a. |
| 2. Se zoranj pa li a. | 5. Sa se rezen pa mwen an. |
| 3. Se mango pa nou an. | 6. Sa se legim pa nou an. |

- B. Fòm pliryèl la** – Itilize fòm pliryèl posesif yo pou ranplase fòm sengilye yo.

- | | |
|--------------------------|------------------------|
| 1. Se kay pa mwen an. | 6. Se kaye pa m nan. |
| 2. Se chifon pa ou a. | 7. Se poul pa mwen an. |
| 3. Se tablo pa li a. | 8. Se chèz pa li a. |
| 4. Se òdinatè pa nou an. | 9. Se règ pa yo a. |
| 5. Se radyo pa yo a. | 10. Se liv pa n nan |

C. Se zafè pa l. Se pa ki moun? Itilize pwonon kòrèk la pou ranplase non ki gen tras anba yo a. Swiv egzanp lan.

Egzanp: - Se diri pa Adriyen. → **Repons:** *Se diri pa l.*

- | | |
|---------------------------------------|---------------------------------------|
| 1. Se seriz pa <u>Mimoz</u> . | 4. Se janbon pa <u>madmwazèl la</u> . |
| 2. Se manje pa <u>ti gason an</u> . | 5. Se vyann pa <u>Lisi ak Pòl</u> . |
| 3. Se rezen pa <u>andre ak Chal</u> . | 6. Se kodenn pa <u>elèv yo</u> . |

D. Ann pale Kreyòl kapwa! - Itilize de mo ki ansanm yo anba a pou ekprime posasyon menm jan ak egzanp lan ki anba a. Itilize pwonon kòrèk la pou ranplase si nesesè.

Egzanp: - Razwa/ Filip → **Repons:** *Razwa a se kin a i.*

- | | |
|------------------|-----------------------|
| 1. Makiyaj/Wozlò | 4. rad/mwen |
| 2. Savon /ou | 5. bwòsdan/Mari |
| 3. chanpou/yo. | 6. Règ/ Jak ak Aleksi |

III. Consonant blends: /sp/; /spr/ and /st/

⬇ /sp/ ak /st/ se konsòn doub ou jwenn nan yon sèl silab epi /spr/ li menm se nan de silab ki kole youn ak lòt ou jwenn li. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



A. CD 3-9 – Koute epi repete mo sa yo ki gen /sp/; /spr/ ak /st/ ladan yo.

SP, sp: *espageti, espante, espante, esperans, espasyal, espekilatè, espere, espesyal, espesyalis, espesyalite, espò, espòtif, espwa*

SPR, spr: *espre, espre, espre, espresyon, espri, esprime*

ST, st: *estab, estabilite, estabilize, estad, estaj, estajè, estaf, estera, estereyo, estòk, festen, festivite*



B. CD 3- 10– Yon ti dikte. Koute epi ekri fraz sa yo ki gen /sp/; /spr/ ak /st/ ladan yo.

IV. Annou ekri

✦ Fason w fè twalèt ou lèmaten

You will use what you have learned in class to write about how you usually get ready in the morning.

A. Anvan ou ekri. Eseye sonje sa ou konn fè lèmaten lè ou leve nan kabann. Ki kote ou ale an premye : nan kwizin nan oswa nan saldeben an?

B. Ann ekri. Kounye a, se pou ou pale de fason ou fè twalèt ou lè ou leve nan maten. Redaksyon w lan dwe gen enfòmasyon ak detay ki anba yo:

HH. Di epi sa ou fè etap pa etap e kilè ou fè yo

II. Eksplike sa ou fè yo an detay epi di konbyen tan ou pase ap fè bagay sa yo

JJ. Di poukisa se konsa ou chwazi fè bagay sa yo

KK. Nan konklizyon redaksyon w lan, fòk ou bay opinyon w sou abitud ou

C. Lè ou fin ekri. Reli redaksyon w lan. Èske gen yon bagay ou vle wete oswa ajoute? Byen reli tèks ou a pou w wè si pa gen fot gramè ak òtograf. Koriye tèks ou a dapre griy koreksyon ki anba a.

| Total: /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Leson 2: Pwoblèm sante!

- Language aim: *Discussing healthcare issues*
- Vocabulary: *Ekpresyon ak mo pou pale de pwoblèm sante*
- Grammar and structures: *prepositions and nouns with agglutinated articles*
- Pronunciation and spelling: *Consonant blends: pl; pr; pt*
- Speaking: *Ann fè yon ti anatomi!*

I. Kijan w santi kò w?

Filip al kay doktè paske l malad. Doktè a mande Filip kijan l santi kò l. Filip di doktè a li pa santi l byen. Filip genlè fè tibèkiloz. L ap touse epi li gen lafyèv, tèt fè mal, dyare eksetera.



✚ Men kèk mo ak ekspresyon pou n itilize lè n ap pale de maladi ak renmèd

| | | | |
|-----------|------------------------|---------------------|-----------------------|
| dantis | dentist | mal tèt | headache |
| pasyan | patient | L ap souffri. | She is suffering. |
| maladi | sickness | Li kase bra l. | He broke his arm. |
| dispanse | heath center | Li fè yon antòs. | I sprained my ankle. |
| lopital | hospital | Li gen mal dan. | She has a tooth ache |
| medikaman | medicine | Li gen vant fè mal. | He has a stomach ache |
| aspirin | aspirin | Li anrimen. | She has a cold. |
| grenn | pill, tablet | Li gen dyare. | She has diarrhea. |
| siwo | liquid medicine, syrup | Li gen grip | He has the flu. |
| kakarèl | diarrhea | Li gen kansè. | She has cancer |
| mal do | backache | Li gen lafyèv. | She has fever. |
| mal gòj | sore throat | Li kase tèt li. | She hurt her head. |



CD 3- 11 -DJALÒG

- *Filip malad byen grav. Misye oblije al kay doktè.*

- Doktè a:** - *Bonjou Filip. Kijan w santi kò w?*
- Filip:** - *A! dòk, kò m pa bon menm. M pa kab ni manje ni bwè.*
- Doktè a:** - *Kisa w santi menm? Sa k fè ou pa kab manje a?*
- Filip:** - *Gòj mwen tèlman ap fè m mal, m pa kab vale anyen. Lè m fòse manje oswa bwè yon bagay, mwen vomi l menm kote a.*
- Doktè a:** - *Èske ou gen dyare ak vant fè mal tou?*
- Filip:** - *Wi dòk ! anplis de dyare a, m gen lafyèv epi m ap touse san rete.*
- Doktè a:** - *Èske ou konn krache san lè w ap touse?*
- Filip:** - *Se kòm si w te konnen doktè! Tous la fè lestomak mwen fè m mal anpil.*
- Doktè a:** - *Filip ! èske ou gen moun nan fanmi ou ki fè tibèkiloz?*
- Filip:** - *M pa kwè non! Sèl moun ki te fè maladi sa a, se te Alèks, yon amplwaye nan biwo a. Men misye mouri lontan sa a.*
- Doktè a:** - *Lè w di lontan an, konbyen tan ou vle di?*
- Filip:** - *Dòk Alèks gen plis pase de zan depi l mouri. Sa w panse a se pa sa.*
- Doktè a:** - *Èske Alèks te konn travay nan menm biwo avè w?*
- Filip:** - *Wi! Men jan m di w la, misye mouri lontan sa. M te an bòn sante tout apre lanmò Alèks la. Kidonk, se pa ka tibèkiloz mwen fè.*
- Doktè a:** - *M pa janm di ou fè tibèloz Filip. Dayè, m poko kab di w sa w genyen egzakteman toutotan m poko gen rezilta analiz m pral voye w fè yo.*
- Filip:** - *M konprann. Men ki lòt maladi ou panse ki kab fè m ap souffri konsa?*
- Doktè a:** - *Gen plizyè maladi ki kab lakoz yon moun gen lafyèv, dyare, tous, ak vomisman. M pa vle fè yon move dyagnostik. Ann tann rezilta yo.*
- Filip:** - *Men doktè, èske ou panse m pral mouri? Ou kwè se sida m genyen?*
- Doktè a:** - *Non Filip. M plis kwè se tibèkiloz ou fè. Si se sa, ou pa gen pwoblèm. Pou kounye a, m ap preskri w twa medikaman. Fòk ou pran yo twa fwa pa jou. Lè analiz yo pare, ou a tounen vin wè m.*
- Filip:** - *Dakò! Kite m kouri al nan famasi a pou achte medikaman yo.*
- Doktè a:** - *Oke babay Filip. N a wè lòt semenn si Dye vle.*

ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Poukisa Filip al kay doktè?
2. Kisa k fè Filip pa kab manje ak bwè?
3. Kisa k rive Filip lè l fòse manje oswa bwè?
4. Èske Filip konn krache san lè l ap touse?
5. Èske gen moun lakay Filip ki fè tibèkiloz?
6. Kimoun Filip konnen ki te fè maladi sa a?
7. Depi kilè moun nan mouri ?
8. Ki maladi ki te touye Alèks?
9. Dapre doktè a, ki maladi Filip fè: tibèkiloz oswa sida?
10. Konbyen medikaman doktè a preskri Filip?

Enfòmasyon kiltirèl: Some Kreyòl proverbs about healthcare are: *Ret trankil se renmèd kò*. – “Staying calm is medicine for the body.” *Nanpwen maladi ki pa gen renmèd*. – “There is no sickness that doesn’t have a remedy.” In Haiti, healthcare beliefs vary depending on many socio-economic factors. People from the cities are more likely to go to a physician or other professional for healthcare services. However, people living in rural areas usually do not seek help from a physician but rely instead on folk healers (*doktè fèy*). Country people would go to the doctor only when they are suffering from severe pain or when they can no longer function normally. Before going to the doctor, most Haitians would try to cure themselves with home medication which consists of herbal remedies (*renmèd fèy*). Herbal remedies include herbal powder and mixtures as well as leaf, bark and root infusions.

ANNOU PRATIKE

A. Asosiyasyon - Marye kolòn I ak II. Swiv egzanp lan.

- | | |
|-------------------|-----------------|
| 1. ___c___ dantis | b) stomach ache |
| 2. ___ mal tèt | c) back ache |
| 3. ___ mal dan | d) dentist |
| 4. ___ mal vant | e) sore throat |
| 5. ___ mal do | f) illness |
| 6. ___ mal gòj | g) headache |
| 7. ___ kakarèl | h) diarrhea |
| 8. ___ grip | i) cold |
| a) ___ anrimen | j) flu |
| 9. ___ maladi | k) toothache |

B. Wete mo ki depaman an! – Fè yon tras anba mo ki depaman an. Swiv egzanp lan.**Egzanp:** medikaman, renmèd, maladi, tretman

- | | |
|--|---|
| 1. doktè, dantis, enfimyè, pasyan | 5. grip, aspirin, grenn, siwo |
| 2. anrimen, renmèd, gripe, touse | 6. dispansè, lopital, klinik, doktè fèy |
| 3. mal tèt, mal vini, mal gòj, mal vant | 7. doktè fèy, renmèd fèy, enfimyè, bòkò |
| 4. mal dan, kakarèl, mal do, malfwendeng | 8. kansè, lasante, tibèkiloz, sida, |

C. Koze lasante ak maladi – Chwazi mo oswa ekspresyon ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

malad – preskripsyon – anrimen – aspirin – antòs – sante – lopital – piki – dyare – enfimyè – mal dan

Egzanp: Ou al lopital lè w tonbe _____.**Repons:** Ou al lopital lè w tonbe malad.

1. Ou al kay dantis lè ou gen _____.
2. Travay yon _____ se ede doktè.
3. Ou kab pran yon _____ lè ou gen mal tèt oswa lafyèv.
4. Yon _____ se yon lis medikaman doktè preskri.
5. Se lè li _____ larim konn koule nan nen l.
6. Mari vire pye li pandan l ap jwe baskètbòl; li fè yon _____.
7. Filip pa pran odè kafe a paske _____ l bouche.
8. Lè yon moun pa malad, li an bòn _____.
9. Lè yon moun tonbe malad byen grav, se _____ yo mennen l.
10. Filip al nan twalèt souvan; kaka misye dlo; li gen _____.

D. Devinèt sou koze maladi ak lasante! – Devine sou kisa fraz anba yo ap pale. Itilize atik defini kòrèk la pou reponn menm jan ak egzanp lan ki anba a.

Egzanp: Se moun ki itilize renmèd fèy pou geri malad.

Repons: *Se doktè fèy la*

1. Se yon medikaman ou pran lè ou gen lafyèv ak tèt fè mal.
2. Lè moun gen maladi sa a, yo al nan twalèt souvan.
3. Se yon maladi ki fè kò moun vin cho anpil.
4. Se yon maladi ki fè larim koule nan nen moun.
5. Lè moun gen maladi sa a, yo touse anpil.
6. Se yon bagay ou pran lè w malad; se nan famasi ou achte sa a.
7. Se kote sa a yo mennen moun ki malad byen grav.
8. Ou fè maladi sa a lè w vire pye ou oswa lè w frape cheviy ou.
9. Se moun ki la pou ede doktè a fè travay li.
10. Se yon lis renmèd doktè preskri w lè ou malad.

E. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Kouman ou santi kò w jodi a?
2. Eske ou konn malad souvan?
3. Ki dènye fwa ou te malad?
4. Ki kote ou te ale lè w te malad la: kay doktè oswa lopital?
5. Ki maladi ou te genyen?
6. Ki medikaman ou te pran lè ou te malad la?
7. Ki renmèd ou konn pran lè ou gen lafyèv?
8. Kisa ou konn fè pou trete tèt ou lè ou gripe?

II. Prepositions and nouns with agglutinated articles

- Prepositions are used to indicate someone or something's location and direction. For example, in the sentence "*Liv la sou tab la.* : The book is on the table", the word "*sou* : on" is a preposition used to indicate the location of the book.

- Prepositions of location** – In Kreyòl, the most common prepositions of location are:

| | | | |
|--------|-----------------|-----------|--------------------------|
| agoch | to the left of | deyò | outside |
| adwat | to the right of | (bò) kote | near/on the side of |
| anba | above | lòtbò | across |
| anfas | across/opposite | nan | in/inside of |
| anndan | inside | nan kwen | at the corner of |
| arebò | along | nan mitan | in the middle of/between |
| anwo | under/below | pami | among |
| devan | in front of | pre | next to/by/close to |
| dèyè | at the back of | sou | on |

- Prepositions of direction** – Prepositions of direction are used to express movement toward something or someone. They usually appear with verbs of motion. For example, in the sentence "*Filip pral nan dispansè a.* : Filip is going to the clinic.", the word "*nan* : to" is a preposition used to indicate the movement of Filip in the direction of the clinic. In Kreyòl, the most common prepositions of direction are:

| | | |
|-----------------|--------------------------------|--|
| 1. an | M pral an Frans lane pwochenn. | <i>I'm going to France next year.</i> |
| 2. ann | Yo pral ann Ayiti demen. | <i>They are going to Haiti tomorrow.</i> |
| 3. arebò | L ap mache arebò plaj la. | <i>She is walking along the beach.</i> |
| 4. dèyè | Chat la ap kouri dèyè rat la. | <i>The cat runs after the mouse</i> |
| 5. nan | Filip pral nan dispansè a. | <i>Filip is going to the clinic.</i> |
| 6. nan | Filip pral lopital. | <i>Filip is going to the hospital.</i> |
| 7. nan | Li pase nan jaden an. | <i>He went through the field.</i> |

- Note that both prepositions **an** and **ann** are translated into English as "to". In Kreyòl, "**an**" occurs before words that begin with a consonant as indicated in example 1 above. "**ann**" appears before words that begin with a vowel as in example 2. Also note that the preposition "**nan**" can be used to express both direction and location.

- ✚ **The preposition “nan” and nouns with agglutinated articles** – In Kreyòl, an agglutinated article is a French article that became an integral part of a French noun and the two elements turned into one single Kreyòl noun after the process of word formation in the Kreyòl language. For example, the two French words “la santé” became “lasante” in Kreyòl; “l’église” became “legliz”; “la rue” became “lari”; and “l’hôpital” became “lopital”. Note that, when used as locatives, Kreyòl nouns that begin with agglutinated articles “le”, “la” or “l” such as *lekòl*, *lavi* or *lopital* do not require the preposition “nan”.

- | | |
|---------------------------------|--------------------------------------|
| 1. Adriyen pral lekòl. | - Adriyen is going to school. |
| 2. Adriyen pral nan klas la. | - Adriyen is going to the classroom. |
| 3. Filip te ale lopital la. | - Filip went to the hospital. |
| 4. Filip te ale nan dispansè a. | - Filip went to the clinic. |

- ✚ **Preposition or Adverb?** – In Kreyòl like in English, most prepositions can also be used as adverbs. A preposition never appears alone. It is always followed by an object which will be a noun or pronoun. If the word has a noun or pronoun following it, it is probably a preposition. If it does not have a noun or pronoun following it, it is probably an adverb. In the following examples, the prepositions are underlined with two lines and the adverbs with one.

- | | |
|--|---|
| 1. Chal pral <u>lòtbò</u> semenn pwochenn. | - Chal is going overseas next week. |
| 2. Chal chita <u>lòtbò</u> rivyè a. | - Chal sits across the river. |
| 3. Li vire <u>agoch</u> . | - He turned left. |
| 4. Li vire <u>agoch</u> estasyon gaz la. | - He turned at the left of the gas station. |
| 5. Kilès ki kite chen an <u>deyò</u> ? | - Who let the dog out? |
| 6. Yo kanpe deyò kay la pou yo fimen. | - They stand outside of the house to smoke. |

ANNOU PRATIKE

- A. **Prepozisyon oswa Advèb?** – Di si mo ki gen tras anba li a nan chak fraz se yon prepozisyon oswa yon advèb. Swiv egzanp lan.

Egzanp 1: Yo pral nan sinema pita. → **Repons:** *Prepozisyon*

Egzanp 2 Mimos di Adriyen pou l mache devan. → **Repons:** *Advèb*

- | | |
|--|--|
| 1. Li pral <u>ann</u> Ewòp apre demen. | 6. Nou prèske rive; kay la tou <u>pre</u> . |
| 2. Magazen an <u>adwat</u> restoran an. | 7. Filip te al <u>nan</u> dispansè a. |
| 3. L ap mache <u>arebò</u> lari a. | 8. Pwofesè a mande tout elèv sot <u>deyò</u> . |
| 4. Anita kanpe <u>lòtbò</u> a. | 9. Chofè a fèk vire <u>adwat</u> . |
| 5. Chen an ap kouri <u>dèyè</u> chat la. | 10. Direktè a mete Adriyen ajenou <u>nan kwen an</u> . |

B. Nan klas Kreyòl la – Chwazi mo ann italik ki pi apwopriye a pou ou pale de pozisyon moun ak bagay ki nan klas kreyòl la. Swiv egzanp lan.

Egzanp: An jeneral, pwofesè a kanpe *devan/dèyè* etidyan yo.

Repons: An jeneral, pwofesè a kanpe *devan* etidyan yo

1. Etidyan yo chita *anndan/anba* klas la.
2. Pwofesè a toujou chita *sou/arebò* chèz la.
3. Mwen chita *lwen/kote* lòt etidyan yo.
4. Pwofesè a toujou ap ekri *sou/agoch* tablo a.
5. An jeneral etidyan yo rantre *nan/anfas* klas la a dizè nan maten.
6. An jeneral, pwofesè a toujou chita *adwat/anfas* klas la.
7. Pwofesè a konn chita *dèyè/anwo* biwo a.
8. Pita , etidyan yo pral *ann/an* Ayiti.

C. Ki kote Adriyen prale? – Itilize mo ki nan parantèz la ak yon prepozisyon kòrèk pou reponn chak kesyon sa yo ki anba a. Swiv egzanp lan.

Egzanp 1: Ki kote Filip prale? (Ayiti)

Repons 1: Filip pral ann Ayiti.

Egzanp 2: Ki kote Filip prale? (klinik la)

Repons 2: Filip pral nan klinik la.

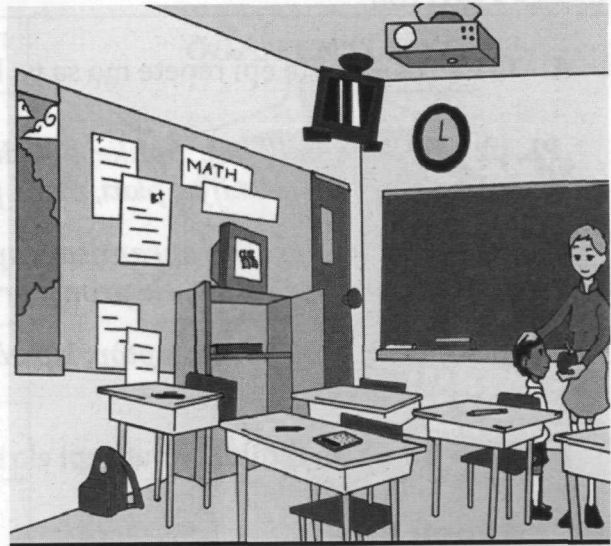
- | | |
|--------------------------------------|---------------------------------------|
| 1. Ki kote Filip prale? (dispansè a) | 6. Ki kote Filip prale? (lavil) |
| 2. Ki kote Filip prale? (lopital la) | 7. Ki kote Filip prale? (lekòl) |
| 3. Ki kote Filip prale? (Frans) | 8. Ki kote Filip prale? (legliz la) |
| 4. Ki kote Filip prale? (lamès) | 9. Ki kote Filip prale? (Itali) |
| 5. Ki kote Filip prale? (mache) | 10. Ki kote Filip prale? (magazen an) |

D. Ki kote yo ye? – Gade desen klas byen epi konplete fraz ki anba yo dapre sa ou wè nan klas la. Ou pa gen dwa itilize menm prepozisyon an de fwa. Swiv egzanp lan.

Egzanp : Pwojektè a kwoke _____ plafon an.

Repons : Pwojektè a kwoke nan plafon an.

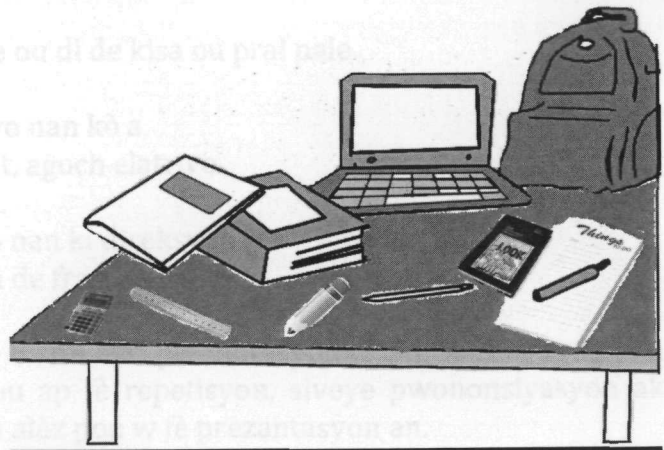
1. Òdinatè a _____ bifèt la.
2. Devedeplye a _____ bifèt la.
3. Valiz la _____ biwo a.
4. Revèy la kwoke _____ mi an.
5. Madmwazèl la kanpe _____ tablo a.
6. Tablo a _____ pòt la.
7. Elèv la kanpe _____ madmwazèl la.
8. Kalkilatriis la _____ biwo a.
9. Chèz yo _____ biwo a.
10. Bifèt la _____ postè yo.



E. Deskripsyon – Gade desen tab la epi fòme kèk fraz ak de mo ki anba yo dapre sa ou wè nan desen an. Ou pa gen dwa itilize menm prepozisyon an de fwa. Swiv egzanp lan.

Egzanp : Valiz/tab → **Repons :** Valiz la sou tab la.

1. valiz/òdinatè
2. kreyon/tab
3. kaye/plim
4. gwo kaye/ ti kaye
5. kalkilatriis/tab
6. règ/kaye yo
7. liv/kreyon yo
8. òdinatè/kalkilatriis



II. Consonant blends: /pl/; /pr/ and /pt/

- ✚ /pl/ ak /pr/ se konsòn doub ou jwenn nan yon sèl silab epi /pt/ li menm se nan de silab ki kole youn ak lòt ou jwenn li. Ou jwenn konsòn doub sa yo nan anpil mo Kreyòl.

ANNOU PRATIKE



- A. CD 3- 12 – Koute epi repete mo sa yo ki gen /pl/; /pr/ ak /pt/ ladan yo.

PL, pl: *aplikab, aplikatè, aplike, aplodi, aplodisman, lapli, eple, konplis, konplo, konplote, pla, plan, planifye, plati, plato, plen, sipliye, soupe*

PR, pr: *aprann, apranti, aprantisay, apre, apresye, aprivwaze, ekspre, ekspresè, ekspresyon, espri, eksprime, pran, pratik, pre, prete, prestasyon, pri*

PT, pt: *aptitid, laptitbouch, laptòp, lapwòptay, lapwòpte, malpwòpte, pwòpte*



- B. CD 3- 13 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /pl/; /pr/ ak /pt/ ladan yo.

III. Annou Pale

- ✚ Preparing for speaking - *Ann fè yon ti anatomi!*

You will use what you have learned to talk about the location and movements of certain human internal organs.



A. Anvan ou pale. Imajine ou se yon doktè k ap anseye anatomi. Jodi a, ou pral pale de pozisyon ògàn entèn yo ak mouvman yo ap fè ki pou pèmèt kò a fonksyone.

Prepare lis non tout ògàn ou pral itilize yo ak pozisyon yo epi mouvman y ap fè si posib.

| Ògàn | Pozisyon/mouvman | ÒGÀN ENTÈN YO |
|---------------|--------------------------------------|--------------------------|
| 1. <i>Kè</i> | <i>anndan kaj torasik la.</i> | |
| <i>i. San</i> | <i>ap sikile nan venn ak atè yo.</i> | |
| 3.... | | |
| 4. | | |
| 5. | | |
| 6. | | |

B. Kounye a se pou ekri prezantasyon ou an nan fason ou pral di l la. Se pou idantifye epi dekri omwen uit ògàn menm jan ak egzanp lan ki nan tablo a. Prezantasyon ou an dwe gen tout pati sa yo.

- ✓ Kòmanse ak yon entwodiksyon kote ou di de kisa ou pral pale.
- ✓ Idantifye omwen uit ògàn.
- ✓ Di ki kote ògàn sa yo pozisyon yo nan kò a.
- ✓ Di ki lòt ògàn ki bò kote, oswa adwat, agoch elatriye.
- ✓ Di si ògàn sa yo ap fè yon mouvman.
- ✓ Itilize bon jan prepozisyon pou w di nan ki direksyon.
- ✓ Fini ak yon ti konklizyon youn oswa de fraz.

C. Lè ou fin ekri prezantasyon w lan. Lè ou fin ekri prezantasyon w lan, ou dwe pran yon ti tan pou w byen repete l. Pandan ou ap fè repetisyon, siveye pwononsiyasyon ak entonasyon. Pratiye jouk ou santi w vin alèz pou w fè prezantasyon an.

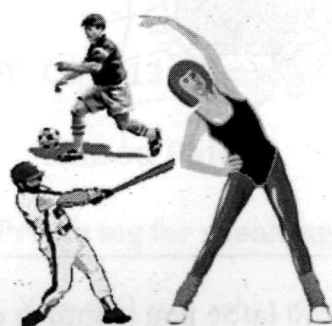
D. Lè ou fin pratike. Lè w fin repete prezantasyon w lan, fòk ou prezante devan klas la.

Leson 3: Lasante se richès!

- Language aim: *Discussing well-being and fitness*
- Vocabulary: *Ekipresyon ak mo pou pale de fason pou rete an bon sante*
- Grammar and structures: *Serial verbs*
- Pronunciation and spelling: *Consonant blends: tr; tl*
- Listening: *Yon reklam pou yon medikaman kont lagrip*

I. Kisa pou n fè pou rete an bon sante?

Wòzlò pa gen okenn maladi grav men li pa santi l anfòm. Li toujou fatigue epi l ap pran pwa anpil depi l fin akouche premye pitit li a. Wòzlò bezwen bon jan konsèy pou l kab amelyore sante fizik ak moral li. Doktè di Wòzlò pou l fè espò, manje kòmsadwa epi evite rate dòmi l.



Fè egzèsis fizik oswa espò



Dòmi chak jou pandan omwen uitèdtan.

✚ *Itilize mo ak ekspresyon sa yo pou pale de sante fizik ak moral*

| SA POU N FÈ POU RETE ANFÒM | | SA POU N EVITE POU RETE ANFÒM | |
|----------------------------|--------------------|-------------------------------|-------------------------|
| ale kay doktè | visit the doctor | anpil alkòl | too much alcohol |
| al kouri souvan | go jogging often | anpil sik ak sèl | lot of sugar and salt |
| detann ou souvan | relax often | anpil epis ak grès | lot of spice and fat |
| dòmi byen | sleep well | bat nay | skip night sleep |
| fè egzèsis fizik | exercise | manje twòp | eat too much |
| fè espò | play a sport | rate manje maten | skip breakfast |
| fè relaksasyon | do relaxation | sèks san kapòt | unprotected sex |
| fè yoga | do yoga | sote repa | skip meals |
| kontwole estrès | manage your stress | tabak ak lòt dwòg | tobacco and other drugs |
| manje kòrèkteman | eat correctly | travay twòp | work too much |



CD 3- 14 - DJALÒG

- *Wozlò ap pale ak zanmi l, Malèn, k ap ba li bon jan konsèy sou fason pou l rete anfòm.*

- Wozlò:** - Malèn pitit! M pa santi m anfòm menm non. Depi lè m fin fè pitit la, kò mwen chanje nèt. M toujou fatige epi m wè m ap gwosi seryezman.
- Malèn:** - *Se vre wi ! Ou pran anpil pwa. Fòk ou manyen rele sou kò wi machè.*
- Wozlò:** - Kisa pou m fè? Sa k fè w anfòm konsa? Ban m sekrè a non machè.
- Malèn:** - *M ap di w sa pou w fè. Men si w pa gen disiplin, sa p ap mache.*
- Wozlò:** - M ap fè tout posib mwen pou m mete sa w pral di m yo an pratik.
- Malèn:** - *Eske w dòmi pandan omwen uitèdtan chak jou?*
- Wozlò:** - Malèn machè, m pa bezwen ba w manti. M pa dòmi tout tan sa a.
- Malèn:** - *Enbyen fòk ou korije sa. Epi fòk ou sispann fimen. Tabak pa bon pou lasante. Èske w toujou manje lèmaten? Kisa w manje?*
- Wozlò:** - M pa toujou pran dejene. Men lè m pran l, se pen ak ze m manje?
- Malèn:** - *Ou pa dwe janm rate dejene. Se repa ki pi enpòtan nan jounen an. Toujou manje anpil fwi lèmaten. Èske w bwè anpil likid?*
- Wozlò:** - Men wi. M bwè anpil kafe ak diven. M konn bwè byè tou wi pafwa.
- Malèn:** - *Ou ta dwe bwè mwens kafe ak alkòl. Se kafe a ki fè w pa ka dòmi leswa. Epi twòp diven pa bon pou lasante. Se dlo pou w plis bwè.*
- Wozlò:** - Um! Dakò. E pou koze egzèsis la menm, sa w panse m ta fè la? M byen renmen jwe volebòl. Men, m pa gen tan. Se yon lè konsa m jwe.
- Malèn:** - *Non Wozlò, si w vle pèdi pwa, fòk ou fè espò regilyèman. Si w pa kab jwe volebòl, ou ta dwe fè egzèsis omwen senk fwa nan semenn nan.*
- Wozlò:** - Senk fwa? Ou genlè fou Malèn. Kote m gen tan?
- Malèn:** - *Ou pa bezwen anpil tan. Trant minit chak jou ta sipoze ase pou pèmèt ou pèdi pwa. Se pa valè tan ou pase ap fè espò a ki konte. Se kantite fwa ou fè lan nan semenn nan ki enpòtan.*
- Wozlò:** - A ! M konprann. Men èske ou vrèman kwè sa ap mache pou mwen?
- Malèn:** - *Wi Wozlò. Depi ou fè sa m di w yo, non sèlman, ou ap pèdi pwa, ou ap vin santi w pi anfòm. Tout fatig ap vole gagè.*
- Wozlò:** - Oke! Depi w di m, m kwè w paske ou vin bèl e ou sanble an bon sante.

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Ki pwoblèm Wozlò genyen?
2. Kisa Wozlò ta renmen Malèn fè pou li?
3. Ki kondisyon Wozlò dwe ranpli pou sa Malèn di l yo kab reyalize?
4. Èske Wozlò dòmi pandan uitèdtan chak jou?
5. Èske Wozlò toujou pran dejene?
6. Kisa Wozlò konn manje nan meten an jeneral?
7. Kijan Wozlò ta dwe manje lèmaten pou l kab rete anfòm?
8. Ki kalite bwason Wozlò ta dwe bwè lèmaten?
9. Konbyen fwa nan semenn nan Wozlò ta dwe fè egzèsis?
10. Pandan konbyen tan Wozlò ta dwe fè egzèsis?

ANNOU PRATIKE

A. Kèk konsèy pou rete anfòm - Di si fraz ki anba yo se **bon** oswa **move** konsèy pou yon moun k ap chache rete an bon sante. Swiv egzanp lan.

Egzanp: Fòk ou bwè anpil wonm ak byè. → **Repons:** Se yon move konsèy.

1. Fòk ou fè egzèsis fizik plizyè fwa nan semenn nan.
2. Fòk ou bwè anpil bwason alkalize.
3. Fòk ou evite manje anpil grès ak zepis.
4. Fòk ou toujou mete anpil sik ak sèl nan manje w.
5. Ou ta dwe manje plis legim pase vyann wouj.
6. Se pou w bwè anpil likid tankou dlo ak te.
7. Se pou w bwè kafe maten, midi e swa.
8. Ou dwe fè espò omwen senk fwa pa semenn.
9. Fòk ou fimen tabak ak mariwana, pran dwòg epi bwè tafya w nèt ale.
10. Se pou w dòmi omwen uitèdtan chak jou.

B. Pou rete an bòn sante – Chwazi mo oswa ekspresyon ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

legim – relaksasyon – tabak – lasante – renmèd – mikwòb – grès – kafe – kay doktè

Egzanp: Mwen megri paske m manje plis _____ pase vyann.

Repons: Mwen megri paske m manje plis legim pase vyann.

1. Si ou vle pèdi pwa, fòk ou evite manje anpil _____.
2. Ou kab fè yoga oswa _____ pou kontwòle estrès ou.
3. Fòk ou evite bwè _____ leswa si w vle byen dòmi.
4. Ou pa dwe pran dwòg tankou mariwana ak _____ si w vle rete anfòm.
5. Se pou w al _____ regilyèman si w vle rete an bòn sante.
6. Dapre Ayisyen, _____ se pi gwo richès ki genyen.
7. Gen yon pwovèb ki di, ret trankil se _____ kò.
8. Gen yon lòt pwovèb ki di, _____ pa touye Ayisyen.

C. Pou w kab rete anfòm, fòk ou...! – Itilize youn nan vèb ki anba yo ak lòt mo pou w konplete fraz sa yo. Fòk ou di omwen de bagay pou chak fraz. Swiv egzanp lan.

fè – evite – manje – bwè – dòmi – pran – kontwòle – ale kay

Egzanp: Pou w kab santi w mwen fatige, fòk ou...

Repons : Pou m kab santi m mwen fatige, fòk mwen fè egzèsis fizik epi byen dòmi.

- | | |
|---|---------------------------------------|
| 1. Pou w kab rete an bòn sante, fòk ou... | 4. Pou w kab santi w anfòm, fòk ou... |
| 2. Pou w kontwòle estrès ou, fòk ou... | 5. Pou w kab megri, fòk ou... |
| 3. Pou w kab gen plis enèji, fòk ou... | 6. Pou w kab santi w byen, fòk ou... |

D. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou n chanje wòl apre chak kesyon ak repons.

- | | |
|-----------------------------------|---|
| 1. Èske ou fè atansyon a sante w? | 5. Konbyen vè dlo ou konn bwè pou jounen an? |
| 2. Konbyen tan ou dòmi chak jou? | 6. Èske ou konn santi w fatige souvan? |
| 3. Èske ou konn bwè tafya? | 7. Eske ou manje anpil fwi ak legim? |
| 4. Èske ou konn fimen? | 8. Konbyen fwa pa semenn ou fè egzèsis fizik? |

II. Serial verb constructions

✦ A serial verb construction is a succession of verbs that are not connected by any conjunctions and which express a single action within a clause. A serial verb construction has only one grammatical subject for all the verbs which usually have one single idiomatic meaning. Serial verb constructions do not exist in English. In Kreyòl, there are different types of serial verb constructions.

✦ **Directional serial verb constructions**– Serial verb constructions can be formed with main verb + verb of direction like “*kouri vini*: run/come running”; and with verb of direction + main verb like “*vini wè*: come and see”. Some other directional serial verb constructions are: *ale wè*, *kouri ale*, *kouri vini*, *kouri tounen*, *pote ale*, *pote vini*, *pote tounen*, *tounen wè*, and *vini wè*. Consider the following examples.

- | | |
|---|---|
| 1. Timoun nan <u>kouri vin</u> sou manman l. | - The child run to her mother. |
| 2. Yo <u>kouri al</u> lakay yo. | - They ran over to their house. |
| 3. Se pou w <u>pote zaboka</u> yo <u>tounen</u> . | - You must return the avocados. |
| 4. <u>Pote</u> gita a <u>vini</u> isit. | - Bring the guitar here. |
| 5. Ou mèt <u>vin wè</u> m demen. | - You can and see me tomorrow. |
| 6. Li ale wè tonton l ki malad. | - He went to see his uncle who is sick. |

✦ **Serial verb constructions with idiomatic meaning** – Serial verb constructions can also be formed with two main verbs that have an idiomatic meaning all together. It is usually not possible to translate each verb separately because both verbs have a single idiomatic meaning. Some serial verb constructions with two mains verbs are:

| | | | |
|--------------|----------------------|--------------|-------------------|
| chita gade | to look around/watch | pete kriye | to start crying |
| kouri desann | to run down/to go in | pete ri | to start laughing |
| kouri antre | to run into/to go in | pouse desann | to push down |
| kouri soti | to run out | voye ale | to send |
| kouri tounen | to run back/return | voye chache | to go and get |
| pete goumen | to start a fight | voye jete | to throw away |
| pete kouri | to start running | rale monte | to pull up |

- | | |
|--|--|
| 1. Yo <u>chita gade</u> nèg la k ap mouri. | - They watched the guy dying. |
| 2. Dlo ap <u>kouri desann</u> nan lari a. | - Water is running down the street. |
| 3. Li <u>kouri antre</u> nan chanm li. | - He ran into her bedroom. |
| 4. Timoun nan <u>voye</u> tout manje a <u>jete</u> . | - The children throw away all the food. |
| 5. Mimos <u>voye</u> Asefi <u>ale</u> lakay li. | - Mimos sent Asefi home. |
| 6. Yo <u>pete goumen</u> nan klas la. | - They started a fight in the classroom. |
| 7. Papa m <u>voye</u> m <u>chache</u> w. | - My father sent me to get you. |
| 8. Yo kouri tounen lakay yo. | - They run back home. |

- ✚ **Serial verb constructions with (*bay/ba/ban*)** – The verb *bay/ba/ban* which means “to give” functions as a preposition and can be translated as “to” or “for” when it is used in serial verb constructions.

- | | |
|---|-----------------------------------|
| 1. Filip te <u>achte</u> yon kado <u>bay</u> Wozlò. | - Filip bought a gift for Wozlò. |
| 2. <u>Pote</u> liv yo <u>ban</u> mwen. | - Bring me the books. |
| 3. Mari <u>pran</u> kaye yo ba li. | - Mari gave the notebooks to him. |

- ✚ **Serial verb constructions with more than two verbs** – A serial verb construction may contain more than two verbs. Some serial verb constructions have up to five verbs. Note that serial verbs may have direct objects that are usually placed after the main verb.

- | | |
|---|---|
| 1. Chal <u>voye</u> Adriyen <u>al</u> <u>jwe</u> deyò. | - Chal sent Adriyen outside to play. |
| 2. <u>Mennen</u> kouzen m yo <u>vin</u> <u>wè</u> m demen. | - Bring my cousins to see me tomorrow. |
| 3. <u>Al</u> <u>chache</u> rad yo <u>pote</u> <u>vini</u> <u>ban</u> mwen. | - Go and get me the clothes. |
| 4. Jaki <u>al</u> <u>pran</u> liv la <u>pote</u> <u>vini</u> <u>ban</u> n wè. | - Jaki went to get the book to show us. |

ANNOU PRATIKE

- A. **Di si vèb an seri oswa lòt kalite vèb?** – Analyze fraz ki anba yo pou w kab di si vèb ki ladan yo se vèb an seri oswa lòt kalite vèb. Swiv egzanp lan.

Egzanp 1: Mimos voye Filip al lave machin nan → **Repons:** *Vèb an seri*

Egzanp 2: Andrea konn aprann timoun li ak ekri. → **Repons:** *Lòt kalite vèb*

1. Direktè a voye Adriyen al pase yon semenn lakay li.
2. Yo manje, bwè vant deboutonnen.
3. Elèv yo kouri antre nan klas lè yo wè direktè a.
4. Adriyen konn monte bekàn byen.
5. Fi a al chache mango yo pote vini ba li.
6. Filip konn kwit manje pi byen pase Wozlò.
7. Mari fèk sot jwe baskètbòl.
8. Se pou w mennen Sabin vin wè m.
9. Timoun nan kab aprann li ak ekri si l vle.
10. Lwi al pran machin nan pote vini ba yo.

B. Jwenn vèb ki manke a nan seri a! – Chwazi pami vèb ki nan lis anba a pou w ranpli espas vid yo. Swiv egzanp lan.

ban – antre – voye – pete – jete – tounen – gade – kouri – al – pote – mennen

Egzanp: Pote sak diri a _____ mwen. → **Repons:** Pote sak diri a ban mwen.

1. Lè papa m vini, m ap chita _____ w k ap pran baton.
2. Lè yo bay siyal la, de karateka yo _____ goumen.
3. Li kouri _____ anndan kay la lè lapli koumanse tonbe.
4. Adriyen voye tout jwèt li yo _____ nan poubèl.
5. Yo _____ m chache doktè ; doktè rive avan m.
6. Krab la _____ desann nan twou a lè l wè moun yo.
7. Se pou w _____ timoun yo vin wè m nan lopital la.
8. Filip anvi _____ wè yon fim nan sinema.
9. Li kase tèt kouri _____ lè l kontre ak chen move a.
10. Ou mèt _____ òdinatè a tounen paske l pa bon.

C. Ann fè yon ti tradiksyon ! – Tout fraz ki anba yo genyen vèb an seri ladan yo lè yo tradwi an Kreyòl. Tradwi yo an Kreyòl menm jan ak egzanp lan.

Egzanp: Bring me the bag of rice please.

Repons: Pote sak diri a ban mwen silvoulè.

- | | |
|--|--|
| 1. The boy threw all his toys away. | 6. She ran back when she saw the dogs. |
| 2. He wants to go and watch a movie tonight. | 7. The lazy boy is watching them working. |
| 3. The rat went into the hole. | 8. My father sent me to go and get some water. |
| 4. You have to return the book you bought. | 9. He ran into the house. |
| 5. They were angry so they started a fight. | 10. I want you to bring my son to visit me. |

III. Consonant blends: /tr/ and /tl/

✚ **/tr/** se yon konsòn doub ou jwenn nan yon sèl silab alòske **/tl/** li menm se nan de silab ki kole youn ak lòt ou jwenn li. Konsòn doub sa yo prezan nan anpil mo Kreyòl.



ANNOU PRATIKE

A. CD 3- 15 – Koute epi repete mo sa yo ki gen **/tr/** ak **/tl/** ladan yo.

TR, tr: *atraksyon, atrap, atribi, atribisyon, batri, chatre, etranje, fatra, katreven, matris, pòtre, ratresi, sentre, trankil, tranpe, travay, tren, tribikasyon,*

TL, tl: *atlas, atlèt, atletik, matla, matlo, matlòt, matlotay,*



B. CD 3- 16 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen **/tr/** ak **/tl/** ladan yo.

IV. Annou koute

✚ Listening strategies and techniques

➤ *Listening for specific information*

Identifying the subject of a conversation or a monologue is the key to listening for specific information effectively. Also remember that you can use your background knowledge to predict what kinds of information you might hear.



CD 3-18 - *Yon reklam pou yon medikaman kont lagrip*

• To practice this strategy, you will listen to a commercial for a flu relief medication.

A. **Anvan ou koute.** Avan ou koute reklam nan, itilize sa ou konnen deja sou malady sa a ak reklàm pou medikaman grip ou konn abitye tande nan radyo oswa gade nan televizyon. Sa va ede w fè bon jan prediksyon.

B. **Pandan w ap koute.** Ou pral koute reklam nan de fwa. Premye fwa a, koute pou w kab gen yon konpreyansyon global de tèks la. Dezyèm fwa a, koute detay yo pou w kab reponn kèk kesyon konpreyansyon.

✚ *Kèk mo ak ekspresyon ou bezwen pou w konprann sa w pral tande a*

| | | | |
|---------|------------------|-------------------------|----------------------------|
| fèb | <i>weak</i> | larivyè k ap desann | <i>river running down</i> |
| etènne | <i>to sneeze</i> | pèdi tan | <i>to waste one's time</i> |
| sentòm | <i>symptom</i> | kanpe sou de pye militè | <i>to be up</i> |
| tou nèf | <i>brand new</i> | an de tan twa mouvman | <i>in no time/ quickly</i> |

C. Lè ou fin koute. Fòme gwoup twa etidyan pou reponn kesyon konpreyansyon yo.

1. Ki kalite enfòmasyon ou jwenn nan kòmansman reklam nan.
2. De ki maladi y ap pale nan reklam nan?
3. Dapre reklam nan, èske ou bezwen al kay doktè pou maladi sa a?
4. Kisa pou w fè lè w gen maladi sa a?
5. Kouman yo rele medikaman ki bon pou maladi sa a?
6. Kisa medikaman sa a fè pou ou lè w pran l?
7. Èske ou bezwen poreskripsyon pou w achte l?
8. Ki kote ou kab jwenn li achte?
9. Èske medikaman sa a koute anpil lajan?
10. Konbyen tan medikaman sa a pran pou l ba ou soulajman?

D. Lè ou fin reponn kesyon yo. Lè ou fini, byen reli repons ou yo pou w verifye tout bagay. Èske gen yon bagay ou vle wete oswa ajoute? Èske pa gen fot gramè ak òtograf? Apre sa a, konprare repons ou yo ak prediksyon ou te fè yo nan kòmansman aktivite a.

Leson 4: Veye lanmò!

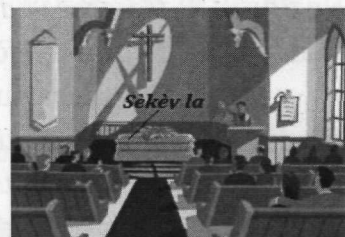
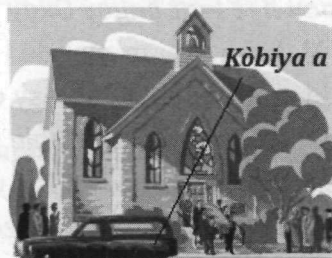
- Language aim: *Discussing funeral rituals*
- Vocabulary: *Ekspresyon ak mo pou pale de lanmò, veye ak antèman*
- Grammar and structures: *Interjections*
- Pronunciation and spelling: *Consonant blends: vl; vr; vn*
- Writing: *Aksidan, maladi, lanmò ak lantèman*

I. Wè pa wè lantèman pou katrè!

Aprè kat mwa malad, Filip mouri. Wozlò nan gwo tèt chaje. Fòk li fè veye ak lantèman Filip.



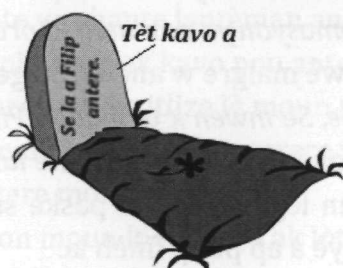
Chapèl finèrè a nan ponp finèb la



Sèvis finèrè a fèt nan yon legliz.



Lantèman an



Tonm nan



Lantèman an fèt nan simityè a.

✚ *Itilize mo ak ekspresyon sa yo pou pale de lanmò ak lantèman*

| | | | |
|---------------|---------------------------|--------------|------------------------|
| andèy | <i>in mourning</i> | ponp finèb | <i>funeral parlor</i> |
| chapèl finèrè | <i>funeral home</i> | sèkèy | <i>casket/coffin</i> |
| kòbiya | <i>hearse</i> | sèvis finèrè | <i>funeral service</i> |
| kondoleyans | <i>condolences</i> | simityè | <i>cemetery</i> |
| kòtèj finèrè | <i>funeral procession</i> | tèt kavo | <i>headstone</i> |
| lanmò | <i>death</i> | tonm | <i>grave</i> |
| lantèman | <i>burial/funeral</i> | trepase | <i>to pass away</i> |
| mouri | <i>to die</i> | vèf/vèf | <i>widower/widow</i> |
| pè/pastè | <i>priest/pastor</i> | veye | <i>wake</i> |

CD 3-18- DJALÒG



- *Wozlò ap pale ak papa l Chal k ap ede l fè lantèman Filip.*

- Chal:** - *Wozlò pitit mwen, pran kouraj tande! A kilè Filip mouri egzakteman?*
- Wozlò:** - *Lè li koumanse trepase a, li te fè dezè edmi konsa. Men se a twazè li mouri.*
- Chal:** - *Kisa doktè a di ki lakòz lanmò a?*
- Wozlò:** - *Sanble se enfeksyon li te fè nan poumon an ki te vin pi grav.*
- Chal:** - *Fò n pale de koze lantèman an wi Wozlò. Kouman n ap fè sa la menm?*
- Wozlò:** - *Filip te toujou di lè l mouri se Okay pou yo antere l paske se la l te fèt. M kwè fò n ta fè pote kadav la Okay demen si Dye vle.*
- Chal:** - *Oke, n ap fè sa. Men èske n ap fè veye a Okay tou?*
- Wozlò:** - *M panse l t ap bon pou n fè tout bagay Okay pou evite depanse twòp lajan.*
- Chal:** - *M pral telefònè pè Maksim pou m mande l si l vle chante lantèman an pou nou. Èske ou konn ki ponp finèb ou ap bay okipe zafè lantèman an?*
- Wozlò:** - *M te kontakte ponp finèb Jerizalèm. Sanble yo bay bon sèvis. M te wè kòbiya yo nan lakou ponp finèb la. Yo byen bèl. Epi yo di y ap fè m jwenn sèkèy tou.*
- Chal:** - *Kimoun ki pral nan simityè a pou regle koze tonm nan pou ou?*
- Wozlò:** - *Tout sa a nan lis bagay ponp finèb la ap regle. Se yo menm k ap fè netwaye kote tonm nan ye a nan simityè a. Y ap pentire tonm nan epi y ap fè grave non Filip ak lòt enfòmasyon yo nan mab ki pral kole nan tèt kavo a.*
- Chal:** - *Se byen machè ! m wè malgre w andèy, ou gen tout bagay sou kontwòl.*
- Wozlò:** - *Ebyen papa, m oblije. Se mwen k te madan Filip, se mwen k pou fè lantèman l. Nan ki legliz ou panse nou ta dwe chante lantèman an?*
- Chal:** - *Pito ou chante l nan legliz Sakrekè paske se la pè Maksim ap travay. Epi legliz sa a pre simityè a ap ponp finèb la.*
- Wozlò:** - *M dakò ! Konsa moun nan kòtèj la p ap mache twòp pou y al nan simityè a.*
- Chal:** - *Se sa pitit mwen.*

✚ ANNOU TCHEKE SI NOU KONPRANN DJALÒG LA

➤ Reponn kesyon yo an Kreyòl dapre djalòg la.

1. Akilè Filip mouri?
2. Ki maladi ki touye Filip?
3. Ki kote Filip te mande pou yo antere l lè l mouri? Poukisa?
4. Nan ki vil veye a ap fèt ?
5. Poukisa Wozlò vle fè tout bagay Okay?
6. Ki ponp finèb Wozlò vle bay fè lantèman an?
7. Kimoun ki pral okipe koze tonm nan?
8. Poukisa legliz Sakrekè se yon bon chwa pou antèman an?

- ❖ **Enfòmasyon kiltirèl:** Infectious diseases, led by HIV and tuberculosis, are the major causes of adult mortality in Haiti. Remember that Filip died of an infection caused by TB. There are a number of Kreyòl proverbs about death and funeral. Two of them are: *Wè pa wè, lantèman pou katrè*. - "Whether we see it or not, the funeral is at four o'clock. This proverb is about the inevitability of death and burial. Moreover, funeral processions usually take place at 4 p.m. in Port-au-Prince. This is probably why this specific time is pointed out in the proverb. The other proverb is: *Bèl lantèman pa paradi*. - "A beautiful funeral does not necessarily lead to paradise." Despite the message conveyed in this proverb, Haitians normally spend a lot of money on funerals. Although expensive funerals do not necessarily guarantee you a place in heaven, most Haitians believe that one cannot go to heaven without a proper funeral and burial. In fact, in country areas, tombs often cost more than houses. Country people believe that proper care for the dead is essential. Otherwise, the dead may be angry and return to harm people in the family.

ANNOU PRATIKE

A. **VRÈ oswa FO?** – Di si fraz ki anba yo **vrè** oswa **fo**. Swiv egzanp lan.

Egzanp: Chapèl finèrè se kote yo ekspoze kadav la. → **Repons:** vrè

1. Yon sèkèy se yon bwat anba yo mete mò a avan yo antere l.
2. Kòtèj finèrè a se legliz kote yo chante lantèman an.
3. Simityè se kote ki gen anpil tonm ak kavo pou antere mò.
4. Kondoleyans se yon ekspresyon yo itilize lè moun ap marye.
5. Yon tonm se yon kote ki nan simityè a pou antere mò a.
6. Ponp finèb se kote yo antere moun mouri.
7. Tèt kavo a se la yo ekri non moun ki mouri a ak lòt enfòmasyon.
8. Yon vèy se yon moun ki pèdi papa l.
9. Yon kòbiya se yon machin ki fèt pou pote mò lè antèman.
10. Yon veye se yon seremoni yo fè apre antèman an.

B. Lanmò ak lantèman – Chwazi mo oswa ekspresyon ki pi apwopriye a nan lis ki anba a pou w konplete chak fraz ki anba yo. Swiv egzanp lan.

Lantèman – lanmò– kòtèj finèrè – tèt kavo – simityè – sèkèy – sèvis finèrè – kòbiya – andèy – mouri – kondoleyans

Egzanp: Wozlò gen lanmò donk li oblije fè _____.

Repons: Wozlò gen lanmò kidonk li oblije fè **lantèman**.

1. Akoz de tibèkiloz, Filip _____ a twazè yè apremidi.
2. Se nan legliz Sakrekè y ap fè _____ a.
3. Sanble ap gen anpil moun nan _____ a paske Filip te popilè anpil.
4. Fòk yo mete mò a nan yon _____ avan yo mete nan tonm nan.
5. Machin nwa ki pote kadav la se _____ yo rele l.
6. Se nan _____ a yo toujou ekri non ak laj moun ki mouri a.
7. Mari Wozlò mouri; li oblije mete rad nwa paske l _____.
8. Gen anpil tonm ak kavo nan _____; se la Bawon Samdi rete ap veye mò yo.
9. Tout fanmi ak zanmi Wozlò ap vin di l _____ paske mari l mouri.
10. Gen yon pwovèb ki di dòmi se ti frè _____.

C. Devinèt sou koze lanmò ak lantèman! – Devine de kisa fraz anba yo ap pale. Si nesesè, itilize atik defini kòrèk la pou reponn menm jan ak egzanp lan ki anba a.

Egzanp: Se gwo bwat yo mete mò a ladan an avan yo mete l nan tonm nan.

Repons: Se sèkèy la.

1. Se yon veyikil ki fèt pou pote sèkèy lè antèman.
2. Se yon ekspresyon yo di bay moun ki gen lanmò.
3. Kote sa a gen anpil tonm ak kavo; se la yo antere mò yo.
4. Se kote sa a yo ekspoze kadav la avan antèman an.
5. Se yon seremoni yo konn fè nan kay avan lantèman an.
6. Se yon seremoni yo fè nan yon legliz avan yo ale nan simityè.
7. Se kote yo ekri non ak laj moun ki mouri a nan simityè a.
8. Se kote yo benyen epi abiye mò a pou lantèman an.

D. Ann fè yon ti konvèsasyon! - Travay ak yon lòt elèv nan klas la: Youn ap poze kesyon; lòt la ap reponn. Se pou nou chanje wòl apre chak kesyon ak repons.

1. Èske ou al nan yon antèman deja?
2. Kimoun ki te mouri nan fanmiy ou?
3. Èske ou konn kriye lè ou al nan antèman?
4. Kisa ou fè lè ou al nan veye lanmò?
5. Èske ou pè mouri? Poukisa?

II. Interjections

✚ Interjections are words or expressions used as exclamations to express emotions. They are usually found at the beginning of a sentence to which they have no particular grammatical relation. Interjections are sometimes followed by an exclamation mark (!) and they are used to express different types of emotions such as irritation (*ayayay!* : danm it); grief (*Woy!* : alas!); pity (*O Jezi!* : Oh Jesus!); pain (*Ay!* : Ouch!); surprise (*O!* : Oh!); disappointment (*A!* : Ah!); etc...

✚ **Interjections used to express grief** - When Kreyòl speakers are in deep sorrow caused by the death of a loved one, they express it with the following interjections.

- | | | |
|------------------|-----------------------|--|
| 1. Woy ! | Woy! Filip mouri wi. | - <i>Alas! Filip died.</i> |
| 2. Anmwe! | Anmwe ! Pote m sekou. | - <i>Help! Help! Give me assistance.</i> |
| 3. Jezi! | Jezi! Sa m pral fè? | - <i>Jesus! What am I going to do?</i> |

✚ **Interjections used to express pity** - When Kreyòl speakers feel pity, they express it with the following interjections.

- | | | |
|---------------------|----------------------------------|--|
| 1. Pòdjab! | Pòdjab Filip! Li mouri byen jèn. | - <i>Poor Filip! He died so young.</i> |
| 2. Adye! | Adye! Jenn gason sa a mouri. | - <i>What a pity! This young man died.</i> |
| 3. O Bondye! | O Bondye ! kè m fè m mal pou li. | - <i>My god! I feel pity for him.</i> |

✚ **Interjections used to express pain** - When Kreyòl speakers feel pain, they express it with the following interjections.

- | | | |
|------------------|--------------------------|--------------------------------------|
| 1. Way! | Way ! Li fè m mal. | - <i>Oh! It hurts.</i> |
| 2. Wouch! | Wouch ! kou sa a fè mal. | - <i>Ouch! That blow hurt.</i> |
| 3. Ay! | Ay ! Chen an mòde m. | - <i>Ouch! The dog is biting me.</i> |

✚ **Interjections used to express surprise** – Kreyòl speakers express with the following interjections.

- | | | |
|-------------|-------------------------------|--|
| 1. O! | O ! M pa konn si w te la non. | - Oh! I didn't know you were here. |
| 2. Mezanmi! | Mezanmi ! Gen anpil moun la. | - Wow! There are a lot of people here. |

ANNOU PRATIKE

A. **Ki entèjeksyon?** – Konplete fraz sa yo ki anba a ak entèjeksyon kòrèk la. Pran sans fraz yo byen pou w kab itilize entèjeksyon ki pi apwopriye a. Swiv egzanp lan.

O! – pòdjab – O Bondye! – Mezanmi! – Woy! – Anmwe! – Way!

Egzanp: _____ apa ou kraze òdinatè a. → **Repons:** O! apa ou kraze òdinatè a.

1. _____ gade moun nan lopital la.
2. _____ gen yon bagay ki pike nan do m.
3. _____ gade kouman li fè m sezi.
4. _____ Men timoun nan mouri wi.
5. _____ gade kijan l mège.
6. _____ ala mizè pou malere.

B. Entèjeksyon yo? – Li kesyon yo epi chwazi bon repons lan.

1. *Ki entejeksyon nan twa sa k anba yo ki pa eksprime sipriz?*
 - a. Mezanmi!
 - b. O!
 - c. Ay!
2. *Ou nan gwo lapenn paske papa w ou mouri, kisa entèjeksyon w a itilize?*
 - a. Wow!
 - b. Anmwe!
 - c. Pòdjab!
3. *"Pòdjab!" se yon sinonim de...*
 - a. O!
 - b. Adye!
 - c. Way!
4. *Entèjeksyon 'ay' ak 'way' eksprime*
 - a. Kontantman ak lajwa
 - b. Sipriz
 - c. Doulè
5. *Fèk gen yon moun ki mache soup ye, ki entèjeksyon ap itilize nan kontèks sa?*
 - a. Adye!
 - b. O!
 - c. Ay!
6. *Ou fè dis sou dis pou egzamen an, ki entèjeksyon w ap itilize?*
 - a. Pòdjab!
 - b. Anmwe!
 - c. Mezanmi!
7. *Yon bèt mode w nan pye; Kisa ou di?*
 - a. Olala!
 - b. Mmm
 - c. Way!
8. *Entèjeksyon 'O!' se sinonim...*
 - a. Mezanmi!
 - b. ay!!
 - c. Adye!

III. Consonant blends: /vl/; /vr/ and /vn/

- ✚ */vl/ ak /vr/ se konsòn doub ou jwenn nan yon sèl silab alòske /vn/ li menm se nan de silab ki kole youn ak lòt ou jwenn li. Konsòn doub sa yo prezan nan kèk mo Kreyòl.*

ANNOU PRATIKE



A. CD 3-19 - Koute epi repete mo sa yo ki gen /vl/; /vr/ ak /vn/ ladan yo.

VL, vl: *anvlimen, anvlòp, devlope, devlopman, vle, vlen, vlope, vlou*

VR, vr: *anvrak, kouvri, luvri, ouvrab, ouvraj, ouvrebwat, ouvriye, vre,*

VN, vn: *avni, devni, lavni*

B. CD 3-20 - **Yon ti dikte.** Koute epi ekri fraz sa yo ki gen /vl/; /vr/ ak /vn/ ladan yo.



IV. Annou ekri

✦ *Aksidan, maladi, lanmò ak lantèman*

You will use what you have learned in class to write about death and funeral customs in your country.

A. Anvan ou ekri. Lè ou panse a lanmò ki lide ki vin nan tèt ou?

B. Ann ekri. Kounye a, se pou ou pale de yon lanmò ou te asiste. Ekri yon tèks ven fraz omwen pou ou dekri sikonstans lanmò a. Redaksyon w lan dwe gen enfòmasyon ak detay ki anba yo:

LL. Enfòmasyon sou moun ki te mouri a (non, laj, sèks elatriye)

MM. Sa k lakoz lanmò l (aksidan oswa maladi)

NN. Kouman fanmi ak zanmi moun nan te reyaji a lanmò a

OO. Kijan ou te santi w pèsònèlman

PP. Kouman lantèman an te pase

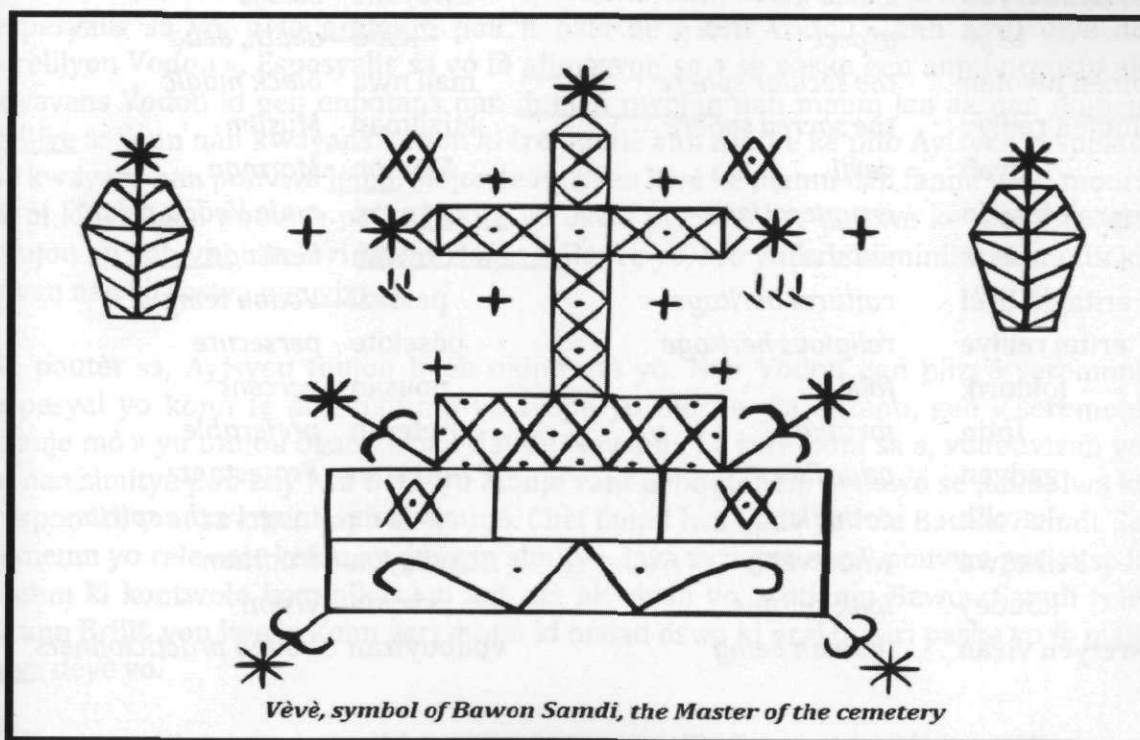
C. Lè ou fin ekri. Reli redaksyon w lan. Èske gen yon bagay ou vle wete oswa ajoute? Byen reli tèks ou a pou w wè si pa gen fot gramè ak òtograf. Koriye tèks ou a dapre griy koreksyon ki anba a.

| Total: /20 pts | Excellent | Very good | Good | Acceptable | Unacceptable |
|-------------------------------------|-----------|-----------|---------|------------|--------------|
| Organization: (coherence and unity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Content: (quality and quantity) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Mechanics (grammar and punctuation) | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |
| Originality | 5 | 4.5 | 4 - 3.5 | 3 - 2.5 | 2 - 1.5 - 1 |

Dosye sosyokiltirèl

Folk and religious beliefs in Haiti

Because Haiti was colonized by Roman Catholic European powers, Catholicism has been the only official state religion until 2003. In early April 2003, Haiti's Catholic President, Jean-Bertrand Aristide, officially recognized the vodou religion and elevated it to the same legal position as the other religions of the country. Now, Vodou has the same legal status as other religions, such as Roman Catholicism and the protestant churches. Vodou is considered Haiti's national religion because the majority of Haitians believes in it and practice at least some aspects of it. Vodou is not just a religion, it is also a way of life which is an integral part of Haitian culture and society. In fact, many folk beliefs and practices shared by the Haitian people are derived from Vodou. For example, practitioners of Vodou believe that the spirits of deceased family members communicate with the living through intuition and dreams. They believe that the ancestors intervene in the life of the living to offer protection, healing, and advice. Interestingly, almost all Haitians, whether Vodou practitioners or not, share these beliefs and put them into practice to a certain extent. In fact, the Day of the Dead, celebrated on November 2nd of every year, is a national holiday in Haiti. During that day, great rituals are usually held to honor all the dead.



The relation between the living and the dead indeed holds an important place in Haiti's

social life. The cult of the ancestors is one the most fundamental aspect of Vodou. The practitioners of Vodou perform all kinds of rituals to honor the dead. They believe that the spirits of the dead must be honored on a regular basis through caretaking of tombs, spirit's feeding ceremonies called *manje mò* in Kreyòl, and offering to the Gédé. The Gédé are a large family of spirits that oversees everything having to do with death. The head of the Gédé is Bawon Samdi, a powerful spirit who is in charge of the crossroads where the spirits of the departed ancestors cross over into the life of the living.

❖ ANNOU LI

You will read a text about folk and religious beliefs in Haiti. Apply the techniques and use the strategies you learned to understand the text.

A. Anvan ou li. Ki relijyon ou pratike? Ki relijyon ki ofisyèl nan peyi ou? Eske gen relijyon tradisyonèl nan kilti ou? Kouman moun nan fanmi ou ak nan peyi kote ou soti a konsidere koze lanmò? Eske jan yo trete mò yo gen yon rapò ak relijyon yo pratike?

± Men kèk mo ak ekspresyon pou ede n konprann tèks la

| | | | |
|-----------------|---------------------------|------------|-----------------------------|
| afimasyon | <i>claim</i> | kwayans | <i>beleifs</i> |
| aspè | <i>aspect</i> | lèmò | <i>death, dead</i> |
| domèn pwofàn | <i>the secular sphere</i> | maji nwa | <i>black magic</i> |
| domèn relijye | <i>the sacred sphere</i> | Mizilman | <i>Muslim</i> |
| dyab | <i>devil</i> | Mòmòn | <i>Mormon</i> |
| egzajerasyon | <i>exaggeration</i> | oungan | <i>male Vodou priest</i> |
| entèvni | <i>enterven</i> | patrimwàn | <i>heritage</i> |
| eritaj kiltirèl | <i>cultural heritage</i> | peristil | <i>Vodou temple</i> |
| eritaj relijye | <i>religious heritage</i> | pèsekite | <i>persecute</i> |
| fòklorik | <i>folk</i> | pousan | <i>percent</i> |
| fòtin | <i>fortune</i> | preferab | <i>preferable</i> |
| gadyen | <i>guardian</i> | Pwotestan | <i>Protestant</i> |
| katolik | <i>catholic</i> | sèvi lwa | <i>to serve the spirits</i> |
| kèlkeswa | <i>whatever</i> | tradisyon | <i>tradition</i> |
| koudèy | <i>look, outline</i> | vizyon | <i>vision</i> |
| kreyen vivan | <i>human being</i> | vodouyizan | <i>Vodou practicionners</i> |

Yon koudèy sou zafè kwayans, tradisyon ak relijyon ann Ayiti

Gen yon pawòl ki di «70 pousan Ayisyen se katolik, 30 pousan se pwotestan epi 100 pousan se vodouyizan ». Si nou konsidere yon vodouyizan kòm yon moun ki kwè epi respekté prensip Vodou yo, yon moun ki konn al nan peristil oswa ki rete lakay li pou sèvi lwa yo, nou kab di ke pawòl sa a se yon egzajerasyon. Gen anpil Ayisyen ki pa pratike relijyon Vodou a. Dayè, gen anpil Ayisyen ki gen yon move imaj de relijyon vodou a. Gen anpil nan yo ki vrèman kwè ke Vodou se bagay dyab li ye. Ou mèt peye moun sa yo yon fòtin, yo p ap janm ale kay yon oungan oswa mete pye yo nan yon peristil.

Sepandan, menm Ayisyen sa yo, ki panse ke Vodou se bagay dyab la, kwè epi respekté anpil tradisyon ak kwayans Vodou menm lè yo pa mete yo an pratik. Gen anpil aspè nan Vodou a ki fè pati lavi tout Ayisyen. Pa egzanp, gen anpil chanson fòklorik trè popilè ke tout moun an Ayiti konn chante se chanson Vodou yo ye. Pami yo gen "Fèy", "Simbi andezo", "Papa Loko", "Latibonit" elatriye. Gen anpil pwovèb tou tankou "Oungan pa janm geri maleng li" moun yo konn di ki soti nan tradisyon Vodou a. Nan ka sa a, sanble ke Vodou a se pa sèlman yon eritaj relije li ye, se yon eritaj kiltirèl tou ke ansyen esklav nwa yo ki soti Lafrik kite pou Ayisyen.

Gen espesyalis ki di ke Vodou se pa sèlman yon relijyon li ye, se yon kilti tou. Dapre espesyalis sa yo, li ta preferab pou n pale de « kilti Vodou » ann Ayiti olye de « relijyon Vodou ». Espesyalis sa yo fè afimasyon sa a se paske gen anpil prensip ak kwayans Vodou ki gen enpòtans nan domèn pwofan nan menm jan ak nan domèn relije a. Youn nan kwayans Vodou ki trè popilè ann Ayiti e ke pifò Ayisyen respekté se kwayans nan pouvwa lèmò. Majorite Ayisyen kwè ke manm nan fanmi yo ki mouri depi lontan gen pouvwa pou pèsikite yo oswa pwoteje yo. Yo kwè ke moun mouri toujou ap entèvni nan lavi kreyen vivan. Dapre yo, mò yo kab kominike ak moun ki vivan nan rèv oswa nan vizyon.

Se poutèt sa, Ayisyen toujou byen okipe mò yo. Nan Vodou gen plizyè seremoni espesyal yo konn fè pou bay mò yo respè yo merite. Pa egzanp, gen « seremoni manje mò » yo toujou òganize nan dat de Novanm. Lè seremoni sa a, vodouyizan yo al nan simityè pou bay lwa Gede yo manje vant deboutonen. Gede yo se fanmi lwa ki responsab tout sa k gen rapò ak lanmò. Chèf fanmi lwa Gede yo rele Bawon Samdi. Se li menm yo rele mèt kafou ak gadwen simityè. Lwa sa a gen anpil pouvwa paske se li menm ki kontwole kominikasyon ant mò ak vivan yo. Madanm Bawon Samdi rele Grann Brijit, yon lwa ki konn geri moun ki malad oswa ki pral mouri paske yo fè maji nwa dèyè yo.

Kèlkeswa relijyon Aisyen di l pratike, ke se Katolik, Pwotestan, Mòmò, Mizilman elatriye, yo tout pataje kilti Vodou a nan yon fason oubyen yon lòt. Malgre tout

diskriminasyon ak prejije ki genyen kont li, Vodou gen yon enpòtans total kapital nan lavi pèp Ayisyen. Se pou sa, prezidan Aristid te deklare Vodou relijyon ofisyèl ann avril 2003. Se te yon bèl aksyon e nou swete otorite yo kontinye pwoteje epi valorize tout sa k nan patrimwàn kiltirèl pèp Ayisyen an.

Frenand Léger, July 2010

B. Pandan w ap li. Tradwi fraz sa yo ki anba a an angle. Itilize glosè a ki nan fen liv la oswa yon diksyonè pou w kab tradwi fraz yo kòm sadwa.

1. *Gen yon pawòl ki di «70 pousan Ayisyen se katolik, 30 pousan se pwotestan epi 100 pousan se vodouyizan ».*
2. *Pawòl sa a se yon egzajerasyon. Gen anpil Ayisyen ki pa pratike relijyon Vodou a.*
3. *Sepandan, menm Ayisyen sa yo, ki panse ke Vodou se bagay dyab la, kwè epi respekte anpil tradisyon ak kwayans Vodou menm lè yo pa mete yo an pratik.*
4. *Sanble ke Vodou a se pa sèman yon eritaj relijye li ye, se yon eritaj kiltirèl tou ke ansyen esklav nwa yo ki soti Lafrik kite pou Ayisyen.*
5. *Youn nan kwayans Vodou ki trè popilè ann Ayiti e ke pifò Ayisyen respekte se kwayans nan pouvwa lènmò.*
6. *Se poutèt sa, Ayisyen toujou byen okipe mò yo. Nan Vodou gen plizyè seremoni espesyal yo konn fè pou bay mò yo respè yo merite.*
7. *Malgre tout diskriminasyon ak prejije ki genyen kont li, Vodou gen yon enpòtans total kapital nan lavi pèp Ayisyen.*
8. *Nou swete otorite yo kontinye pwoteje epi valorize tout sa k nan patrimwàn kiltirèl pèp Ayisyen an.*

C. Lè ou fin li. Reyini nou an gwoup pou reponn kesyon yo dapre tèks la. Reponn kesyon yo an kreyòl.

1. Èske se vre 100 pousan Ayisyen se vodouyizan? Poukisa?
2. Poukisa pawòl la di 100 pousan Ayisyen se vodouyizan?
3. Ki pèsèpsyon anpil Ayisyen genyen de Vodou?
4. Ki aspè nan Vodou a ki fè pati lavi prèske tout Ayisyen?
5. Poukisa anpil espesyalis di pito n pale de kilti vodou olye de relijyon vodou?
6. Poukisa pifò Ayisyen gen anpil respè pou moun ki mouri yo?
7. Kisa vodouyizan konn fè pou mò yo respè yo merite?
8. Kouman yo rele lwa ki responsab simityè a ak tout mò yo?
9. Kijan yo rele madanm mèt simityè a?
10. Kisa madanm nan konn fè?

D. Lè ou fin reponn kesyon yo. Li repons ou yo ankò. Èske gen bagay ou bezwen ajoute oswa wete? Fè bon jan koreksyon nan travay ou avan ou pataje l ak lòt etidyan yo.

APPENDIX

- # APPENDIX

TRANSCRIPTION OF AUDIO MATERIALS

Pawòl Lakay comes with three hours of recorded materials on three CDs. The audio CDs include recordings of all dialogues, phonetic materials and oral exercises in the textbook. The activities on the CDs correspond to the listening sections marked in the textbook with an audio icon as well as the indication of the CD and the track to listen to. When it is necessary, audio materials from the CDs also appear in the textbook in form of text so students can listen and read them simultaneously. For instance, all dialogues, poems, songs and pronunciation exercises recorded on the CDs also appear in their written form in the textbook. Since these materials are already in the textbook, they are not transcribed here. Audio materials on the CDs transcribed here are only those that do not appear in the textbook. Many oral exercises such as the dictations, for example, are transcribed here because they do not appear in the body of the textbook for pedagogical reasons. To link exercises from the textbook to their audio transcription counterparts here, use information provided on the chapter, lesson number and title as well as the CD number and track.

CHAPIT AVANGOU

Premye kontak ak lang kreyòl la

Transcripts for Leson 1: *Onè, Respè!*



CD 1-7 – ANNOU PRATIKE

Write down the missing letter (s) in the following words.

Example: ___onjou → **Answer:** Bonjou

- | | |
|--------------|--------------|
| 1. bonswa | 8. Dam |
| 2. kijan | 9. rele |
| 3. Madam | 10. Manmzèl |
| 4. Tidam | 11. Ti gason |
| 5. Manzè | 12. Timoun |
| 6. Kouman | 13. Ti fi |
| 7. Madmwazèl | 14. Mesye |

Transcripts for Leson 2: *Li rele Wozlò Petitòm!*



CD 1- 10 – Yon ti dikte - Your instructor will slowly dictate five short Kreyòl sentences. Listen carefully and fill in the blanks with the missing segments.

Example: You hear → Kouman _____ ye Jodi _____?

You write → Kouman ou ye Jodi a?

1. Kouman ou ye jodi a?
2. M pa pi mal non.
3. Kijan ou rele ?
4. Mwen rele Wozlò. E ou menm ?
5. Ban m nouvèl ou non.
6. M ap boule wi.



CD 1- 11– *Some Famous Haitians:*

- A. Wyclef Jean se yon mizisyen ayisyen ki konn jwe mizik rap. Li soti Kwadèboukè. Kounye a, l ap viv Ozetazini.
- B. Toussaint Louverture se te yon revolisyonè nan tan lakoloni. Li te soti Breda. Toussaint se te yon moun enpòtan ki t ap defann dwa esklav yo.
- C. Mannon Sanon soti nan vil Pòtoprens. Se te yon gwo foutbolè. Li te rive bay ekip foutbòl peyi lalmay gòl nan koup dimonn 1974.
- D. Jacques Stephen Alexis soti nan vil Gonayiv. Li se youn nan pi gwo ekriven womansye ayisyen. Li ekri anpil woman nan lang franse.
- E. Emeline Michel soti nan vil Gonayiv. Se yon chantèz Ayisyèn. Li chante anpil bèl mizik an kreyòl ak franse.

Transcripts for Leson 3: *Konbyen twa mwens kat fè?*



CD 1- 13 – Annou fè kèk ti kalkil. You will hear a series of additions and subtractions read by your instructor. Write the correct answer down using figures.

Example: You hear → $12 + 4$ fè konbyen?

You write → 16

- | | | | |
|------------------|--------------------|--------------------|--------------------|
| 5 + 7 fè konbyen | 10 + 3 fè konbyen? | 9 – 5 fè konbyen? | 18 – 9 fè konbyen? |
| 2 + 3 fè konbyen | 11 + 13 fè konbyen | 23 – 3 fè konbyen? | 29 – 6 fè konbyen? |



CD 1- 16 – Write down the vowel sound that is missing in the following words.

Example: B__jou → **Answer:** Bonjou

- | | |
|--------------|--------------|
| 1. bonswa | 8. Dam |
| 2. kijan | 9. rele |
| 3. Madam | 10. Manmzèl |
| 4. Tidam | 11. Ti gason |
| 5. Manzè | 12. Timoun |
| 6. Kouman | 13. Ti fi |
| 7. Madmwazèl | 14. Mesye |



CD 1- 17 – Yon ti dikte. Listen to the following Kreyòl sentences and write down the missing oral vowel segments.

Example: *You hear* → Mar__ nan l__ri a.

You write → Mari nan lari a.

1. Mari nan lari a.
2. Fifi ap kouri vit
3. Loulou lèd kou koukou.
4. Ti gason an wòklò anpil.
5. Tonton an ap pale kaka.
6. Vètè sou fè a ki atè a.
7. Poupou fifi dlobo.
8. Wòch Lòlò a pèdi nan fò a.
9. Tidjo fè gwo lobo ak toto.
10. Bekàn Anmari pran pàn.
11. Ti fi a bèl kou lankansyèl.



CD 1- 20 – Write down the vowel and semi-vowel sounds that are missing in the following words.

Example: B__ en → **Answer:** Byen

- | | |
|--------------|--------------|
| 1. Mwen | 6. Bonswa |
| 2. Kijan | 7. luil |
| 3. Bonswa | 8. Manmzèl |
| 4. Madmwazèl | 9. Ti gason |
| 5. Kouman | 10. Bon jou. |



CD 1- 21 – *Yon ti dikte.* Listen to the following Kreyòl sentences and write down the missing nasal vowel or semi-vowel segments as in the example.

Example: *You hear* → Mad__ Andre b__ en.
You write → Madan Andre byen.

6. Bonjou madmwazèl.
7. Tonton an ap pale tenten.
8. Ti Djo achte uit boutèy luil.
9. Gen anpil mont nan magazen an.
10. Lankansyèl la bèl nan syèl la.

CHAPIT PREMYE

Selebrasyon an fanmi

Transcripts for Lesson 1: Fanmi Wozlò Petitòm



CD 1-23 – Koute byen. Listen to each statement made by Wozlò Petitòm, and then indicate whether it is *vrè* or *fo*, based on her family tree.

1. Mimos se papa m.
2. Adriyen se frè m.
3. Lisi se kouzin mwen.
4. Anayiz se pitit fi mwen.
5. Mari se sè m.
6. Chal se tonton m.
7. Andre se gran frè m.
8. Aleksi se pitit fi m.
9. Andre ak lisi se gran paran m.
10. Chal ak mimos se paran m.



CD 1-24 – Annou kalkile. You will hear a series of multiplications and divisions. Write the correct answers using figures.

Example: *You hear* → 12×4 fè konbyen? OR $50 \div 2$ fè konbyen?
You write → 48 OR 25

- | | | | |
|--------------------------------|--------------------------------|-------------------------------|-------------------------------|
| a) 5×7 fè konbyen? | b) 9×7 fè konbyen? | c) $40 \div 5$ fè konbyen? | d) $18 \div 3$ fè konbyen? |
| e) 6×8 fè konbyen? | f) 4×9 fè konbyen? | g) $60 \div 3$ fè konbyen? | h) $69 \div 3$ fè konbyen? |



CD 1-25 – Fill the blanks with the missing consonant sounds as in the example.

Example: Bon__ou → **Answer:** Bonjou

- | | |
|---------------|-------------|
| 15. Nouvèl | 22. Bonswa |
| 16. kijan | 23. Rele |
| 17. Madanm | 24. Manmzèl |
| 18. ti dam | 25. Diiri |
| 19. Manmzèl | 26. Rara |
| 20. Kouman | 27. vivan |
| 21. Madmwazèl | 28. fanm |



CD 1- 26 –Yon ti dikte. Listen carefully and write down the missing consonant

segments.

Example: You hear → Mari ____ an la ____ i a.

You write → Mari nan la ri a.

1. Fifi ap kouri vit
2. joujou lèd kou koukou.
3. Ti gason an wòklò anpil
4. Tonton an ap pale kaka.
5. Machin nan tonbe an pàn
6. Ana soti nan mache.
7. Ou bezwen twa wòch dife.
8. Fanm nan renmen manje.
9. Jak konn jwe tchatcha byen.
10. Mari ap tcheke tout moun.
11. Ànmari pral chanje chèk la.
12. Ti fi a pa bèl, li gra kou yon bèf

Transcripts for Leson 2: Lafanmi ak zanmi



CD 1-28 – Koute byen. Listen to Wozlò describing her friends and family members. Indicate whether the statement about each of them is **vrè** or **fo**.

Example: - Malou se yon grimèl li ye. → **Answer: fo**

- | | |
|-----------------------------------|---------------------------------|
| 1. Malou se yon bèl negrès. | 6. Papi Andre se yon move moun. |
| 2. Mara gen cheve long ak po klè. | 7. Adriyen se yon jenn ti fi. |
| 3. Beniv blan. Li pa nwa. | 8. Mari kout anpil. |
| 4. Aglaye wo epi grasouyèt. | 9. Mari se yon basketèz li ye. |
| 5. Manmi Lisi pa pòv. Li rich. | 10. Choukoun se yon marabou. |




CD 1-30 –Yon ti dikte. Listen carefully and write down the missing nasal consonant segments.


Example: You hear → Bon___ nan eklate nan lari a.
You write → Bonm nan eklate nan lari a.

- | | |
|------------------------------------|---------------------------------------|
| 1. Nonm nan renmen fanm nan. | 7. Ivon fin bwè tout wonm nan. |
| 2. Bann moun sa yo danse twòp. | 8. Dife a pran jouk li tounen sann. |
| 3. Gen yon gang nan zòn nan. | 9. Chonchonn ansanm ak Jan ale. |
| 4. Ti gason an ap vann zanmann. | 10. Ànmari ap manje chanmchanm. |
| 5. Tonton an ap tann lontan. | 11. Ann pa chita nan mang nan tande ! |
| 6. Plim ki nan machin nan pa ekri. | 12. Manman poul la ponn de ze. |

Transcripts for Leson 3: *Dat enpòtan!*

 **CD 1-34 – Se yon kesyon?** Listen to your instructor making some statements and asking some questions about days, months and years. If you hear a statement, don't write anything on your paper. If you hear a question, answer it with **wi** or **non**.

1. Kou Kreyòl koumanse nan mwa sektanm.
2. Jodi a se Madi?
3. Gen sèt jou nan yon semenn.
4. Gen kat semenn nan yon mwa?
5. Gen douz mwa nan yon ane?
6. Nou nan mwa desanm?
7. Jodi a se onz oktòb 2010?
8. Demen se jedi.

 **CD 1-37 –Yon ti dikte.** Listen carefully and write down the missing consonnant segments.

Example: You hear → Ma___èn chita sou ___èz la
You write → Madlèn chita sou chèz la

- | | |
|--------------------------------------|---------------------------------------|
| 11. Se nan mwa sektanm Lesli fèt. | 16. Se pou lespri sen desann sou nou. |
| 12. Fifi vekse paske m rive an reta. | 17. Atlèt la kouche sou matla a. |
| 13. Janin kanpe nan kalfou a. | 18. Tidjo ap espò pliske l kapab. |
| 14. Jaki fè tout egèsis yo. | 19. Papa Legba pa nan salte. |
| 15. Estati a pa ka estènen. | 20. djòlè a se sou blòf li ye. |

Transcripts for Leson 4 : *Pi bonè se granm maten!*



CD 1- 41–Yon ti dikte. Listen carefully and write down the missing words in the following sentences.

Example: You hear → Yon _____ volè chita sou _____ an.

You write → Yon bann volè chita sou ban an.

11. M konprann lapenn ou
12. Poul la ponn ze anba pon an.
13. Yo kontinye vann malgre van an.
14. San pa gen koulè sann.
15. Plis pase ven venn pote san nan kè a.
16. Wonm pa bon pou lasante.
17. Chaje ak kann tou pre kan an.
18. Se machin konbèlann sèlman li vann.
19. Machann nan ap vann bannann ak yanm.
20. Bonm nan fann fwa fanm nan.

CHAPIT DE *Lakay la ak katye a*

Transcripts for Leson 1 : *Lakay mwen!*



CD 1- 45 – Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → _____ nan gen fo _____.

You write → Rèn nan gen yon fo ren.

- | | |
|-----------------------------------|---|
| 9. Toujou plen dlo sou plèn sa a. | 13. Vil Leyogàn chaje ak gan. |
| 10. Lanmò lapen an fè nou lapèn. | 14. Mon Sinayi se yon mòn li ye. |
| 11. Bòn mwen an se yon bon moun. | 15. Kòn kabrit long kon kòn towò. |
| 12. Bondye louvri vàn van an. | 16. Ton Sam gen yon tòn bagay pou l fè. |



CD 1- 46 –De kay ki nan lweyaj (lweyaj = for rent)

Premye kay la se lavil li ye. Se yon bèl kay bas men li pa genyen anpil pyès. Pa gen kote pou pakin machin nan. Men, kwizin nan vrèman gwo. Madanm mwen t ap renmen sa anpil. Epi li tou pre lekòl timoun yo. Se de avantaj sa yo li genyen.

Dezyèm kay la li menm se andeyò li ye. Se yon gwo kay chanmòt ki gen yon bèl pisin ak yon gwo pakin ki kab pran kat machin. Anplis, li gen yon gwo lakou ak yon bèl ti jaden pa dèyè l. Men, kay la yon jan lwen inivèsite a. Se sèl pwoblèm sa ki genyen avèk li.

Transcripts for Leson 2 : Anndan lakay mwen!



CD 1- 49 -Yon ti dikte. Listen carefully and write down the missing words.

Example: *You hear* → _____ a fè bagay yo vin _____.
You write → kle a fè bagay yo vin klè.

- | | |
|-------------------------------------|---|
| 1. Marijàn renmen jan anpil. | 5. Li se yon pwofesè ki pa pwofese metye l. |
| 2. Yon mò pa ka di okenn mo. | 6. Gen ven vèn ki koupe nan tèt li. |
| 3. Lamè a te nan lame lè l te jenn. | 7. Bòn sa a se yon bon moun li ye. |
| 4. Priyè rale lamàn tankou leman. | 8. Ti Àn gen en an sèlman. |

Transcripts for Leson 3 : Zafè pèsònèl mwen!



CD 1- 51 - PASE OSWA PREZAN? Listen to the following sentences and indicate whether they are in the past or in the present tense. Say *PASE* when you hear a sentence in the past tense or *PREZAN* when you hear a sentence in the present tense.

Example 1: Malou pa lèd. → **Answer: PREZAN**
Example 2: Malou pa t lèd. → **Answer: PASE**

- | | |
|------------------------------------|--|
| 1. Chanm Wozlò a gwo anpil. | 6. Mari pa t mete devede ak sede yo nan plas yo. |
| 2. Mari te etidye leson. | 7. Telefòn selilè Mari a t ap sonnen anpil. |
| 3. Bijou yo pa t nan tiwa a non. | 8. Sa yo se bèl foto. |
| 4. Kilè li ye? | 9. Kimoun yo te ye? |
| 5. Ki kote ou mete diksyonè m nan? | 10. Se te Chal ak Aleksi wi. |

Annou Koute

✚ **Preparing for listening - De chanm**

**CD 1- 54 – De chanm: Chanm John ak chanm Ti Pyè****Chanm John**

John se yon etidyan ameriken. L ap viv ak fanmi l nan yon gwo bilding dizuit etaj lavil Nouyòk. Apatman John se nan katriyèm etaj li ye. Chanm John byen ekipe. Gen bèl mèb ak anpil lòt bagay. Kòm John se etidyan, li gen yon biwo nan chanm li ak yon laptop sou li. Li gen anpil liv ak diksyonè ki sou etajè yo. Misye gen anpil aparèy eletwonik tankou Nintendo, Ayipòd ak telefòn selilè elatriye. Men sèl bagay, chanm misye a pa janm pwòp, li toujou gaye.

Chanm Ti Pyè

Ti Pyè li menm se yon etidyan Ayisyen k ap viv nan yon zòn andeyò yo rele Tòbèk. Papa Ti Pyè mouri. Se ak manman l sèlman l ap viv nan yon ti kay tèt ki gen twa pyès. Chanm Ti Pyè tou piti. Pa gen anpil mèb ladan l. Gen sèlman yon kabann, de grenn chèz ak yon ti tab. Pa gen limyè nan chanm Ti Pyè a. Se ak yon lanp li sèvi pou l kab etidye leswa. Ti Pyè pa gen aparèy eletwonik tankou Nintendo ak Ayipòd. Men sèl bagay, chanm li toujou byen pwòp epi byen ranje.

Transcripts for Leson 4 : Katye mwen!

CD 1- 56 – PASE, PREZAN OSWA FITI? Listen and indicate whether the following sentences are in the past, the present or in the future tense. Say PASE for past tense, PREZAN for the present tense and FITI when it's future tense.

Example 1: Zanmi m yo renmen m.

→

Answer: PREZAN

Example 2: Yo al nan mache samdi pase.

→

Answer: PASE

Example 3: Yo pral nan mache dimanch pwochen.

→

Answer: FITI

1. Ti jak li menm te rete nan yon bidonvil.
2. Wozlò abite nan yon katye rezidansyèl.
3. Alèkile, Wozlò ap ranje kabann li chak jou.
4. Kounye a, m ap travay chak jou.
5. Apre demen se madi li va ye.
6. Moun sa yo toujou dòmi a dizè.
7. Aleksi te rantre Ayiti lane pase.
8. Jan ak Jàn pral marye semen pwochen.
9. Chal p ap janm kite Mimoz paske l renmen l.
10. M konnen yon jou leta va ranje lari nan katye lakay mwen.



CD 1- 58 – Yon ti dikte – Listen carefully and write down the missing words.

Example: You hear → Pa _____ w pou bagay sa ankò.

You write → Pa enkyete w pou bagay sa ankò.

- | | |
|---|---|
| 9. Y ava mete luil la nan kui a. | 13. Woulibè a jwen watè li t ap chache a. |
| 10. Li enkyete pou kaye a. | 14. Wòch la vin wouj apre bray la. |
| 11. Gen yon chay watè nan kay la. | 15. Yo mete uit zegui nan kòsay la. |
| 12. Zuit yo parèt tou zuit lannuit lan. | 16. Gen yon nich myèl sou pyebwa a. |

CHAPIT TWA

Bon tan! Move tan!

Transcripts for Leson 1 : Ann al achte rad!



CD 1- 60 – Koute byen. Rad fi oswa rad gason? You will hear 10 statements about clothing. Listen to each statement, and then indicate whether it is **vrè** or **fo**.

- | | |
|------------------------------------|------------------------------------|
| 1. Gason mete kilòt oswa pantalèt. | 6. Fi mete soulye talon kikit. |
| 2. Fi mete soutyen. | 7. Gason mete kostim ak kravat. |
| 3. Gason mete pantalon ak chemiz. | 8. Fi ak gason mete pantalon djin. |
| 4. Fi mete slip oswa kalson. | 9. Gason mete soulye ak tenis. |
| 5. Gason mete jip ak kòsaj. | 10. Fi ak gason mete jipon. |



CD 1- 61 – Koute byen. You will hear 10 statements about clothing. Listen to each statement, and then indicate whether you hear **“definite”** or **“indefinite”** nouns.

- | | |
|------------------------------------|-----------------------------------|
| 1. Fi a mete kilòt li anba jip li. | 6. Li abiye bwòdè ak yon kostim. |
| 2. Andre mete soulye a. | 7. Fi ak gason mete sentiwon. |
| 3. Ti gason an mete slip la. | 8. Chal mete bous la nan pòch li. |
| 4. Wozlò achte yon wòb blan. | 9. Mimoz ap lave jip la. |
| 5. Se kilòt. | 10. Se yon kivèt. |



CD 1- 63 – Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → Ban m yon ti _____ non monchè.

You write → Ban m yon ti gwòg non monchè.

- | | |
|-------------------------------------|--|
| 1. Yo vann dwòg nan Magazen sa a. | 6. Lari a glise anpil. |
| 2. Granmoun nan ap gade televizyon. | 7. Gwòg la pa kab desann nan gòj mwen. |
| 3. Gid sa yo renmen bay blag. | 8. Èske yo ba w garanti sou bag la? |
| 4. Glas la fè dlo a glase. | 9. Gade kouman l ap griye vyann nan. |
| 5. Yo te grave non m sou gita sa a. | 10. Ti gason an ge paske l gen ven goud. |



CD 1- 64 – De magazen kote yo vann rad ak soulye

Premye magazen an rele Kadis. Se yon gwo magazen kote boujwa al achte paske bagay yo chè anpil. Ou jwenn tout kalite rad fi ak gason nan Kadis. Yo gen rad pou mete toulejou, yo gen rad pou abiye bwòdè, epi ak rad pou fè espò. Yo vann tout kalite bijou ajan, lò ak dyaman. Yo vann chenn, kolye, bag, zanno ak mont. Sèl bagay, yo pa gen bèl soulye ak sandal.

Dezyèm magazen an rele Dèlma de mil. Magazen sa pi popilè paske bagay yo pa tèlman chè. Anpil moun ale nan magazen sa a pou achte rad ak soulye. Yo pa van bijou dyaman nan Dèlma de mil. Men ou kab jwenn mont ak kèk bijou an ajan. Yo gen bèl kostim ak wòb pou abiye bwòdè. Yo vann bèl soulye ak sandal bon mache. Gen anpil bagay pou pri piyay nan magazen sa a.

Transcripts for Lesson 2 : Gwo van, ti lapli!



CD 1- 66 – Koute byen. Bilten meteyo. Listen to the weather forecast and answer the following questions by ticking *Vrè* or *Fo*.

Jodi a, vandredi 21 mas, sezon prentan an koumanse. Tanperati a 28 degre santigrad. Pa gen van men gen kèk nyaj nan syèl la.
Men meteyo pou wikenn nan: Samdi ap gen bèl solèy sou tout peyi a; l ap fè cho anpil. Tanperati a ap varye ant 29 e 31 degre santigrad. Li kab menm monte jiska 34 degre nan vil kotyè yo. Dimanch tanperati a ap fè yon ti desann. L ap varye ant 25 e 27 degre. Men, tan an p ap tèlman agreyab paske lapli pral tonbe tout jounen an. Kidonk pa bliye parapli ak padesi nou.



CD 1-67 – Koute byen. You will hear 10 statements about clothing. Listen to each

statement, and then indicate whether you hear “**definite**” or “**indefinite**” nouns.

- | | |
|---------------------------------------|---------------------------------------|
| 1. Lasèt soulye a demare. | 6. Gen anpil rad pou lave. |
| 2. Rad yo sal anpil. | 7. L ap rense jip la ak dlo a. |
| 3. Li prale chache dlo a ak savon an. | 8. M bezwen fè pou m pase yon wòb. |
| 4. L ap tann pantalon yo. | 9. Kote fè a ye? |
| 5. Li achte yon bèl chemiz. | 10. M chache nan plaka a , m pa wè l. |



CD 1- 70- Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → _____ a fè _____ a bon.

You write → Magi a fè manje a bon.

- | | |
|-------------------------------------|---|
| 1. Fwomaj gouda a gen bon gou. | 6. Ji a byen desann nan gòj Jòj. |
| 2. Gi renmen bwè ji kowosòl. | 7. Misye gante men l pou l jante kawotchou a. |
| 3. Jòj se yon nèg ki byen janti. | 8. Ti nèg pa janm renmen nèj. |
| 4. Lajè nèg sa a pa ka al nan lagè. | 9. Jou Magi fè jouda, l ap jwenn avè m. |
| 5. Jazon ap taye gazon an. | 10. Sajès pa gen jipon anba jip li. |

Transcripts for Leson 3 : Katastwòf natirèl



D. CD 1- 72 – Koute byen. Vrè oswa Fo? You will hear 10 statements about bad weather and natural disasters. Listen and choose *Vrè* or *Fo*.

1. Lapli tonbe anpil nan sezon sechrès.
2. Glismanntèren kab koze eboulman wòch ak tè.
3. Tranblemanntè kab fè latè sekwe jouk kay yo kraze.
4. Yon sounami se gwo lam lanmè ki kab anvayi latè.
5. Yon siklòn pi piti pase yon tanpèt.
6. Yon siklòn se yon gwo van rapid k ap vire tou won.
7. Debwazman kab lakòz sechrès ak ewozyon.
8. Toujou gen anpil tanpètnèj ann Ayiti.
9. Yon tònad konn krache dife ak lav.
10. Lagrèl se moso glas k ap tonbe sot nan syèl la.



CD 1-74 – Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → _____ kitèks _____ te achte a?

You write → Kote kitèks Karin te achte a?

- | | |
|---|---|
| 11. Eske ou konn kouman pou fè ji kowosòl? | 16. Katrin ap swiv kou fonetik nan fakilte lengwistik aplike a. |
| 12. Kawotchou ki nan kòf dèyè machin nan kreve. | 17. Konpè bourik ak konpè koulèv toujou nan kont. |
| 13. Kote kokobe ki konn kanpe nan lakou a? | 18. Jaklin ka kwit manje nan kwizin nan. |
| 14. Karin kwoke kèk kilòt anadan kay la. | 19. Klòch katedral la sonnen chak mèkredi a senkè. |
| 15. Yon Siklòn se yon depresyon atmosferik. | 20. Vòlkan an pa krache dife depi senk jou. |

Transcripts for Leson 4 : Ann sispann koupe pyebwa



CD 2- 2 – Koute byen. Rezon oswa Konsekans? You will hear 10 statements about causes and consequences of deforestation. Listen to each statement, and then indicate whether it is a **Rezon** or a **Konsekans** of deforestation.

- | | |
|------------------------|---------------------------------|
| 1. Chanjman klimatik | 6. Inondasyon |
| 2. Bezwen enèjetik | 7. Konstwiksyon wout ak kay |
| 3. Pèt biyodivèsite | 8. Ewozyon latè |
| 4. Deranjman sik dlo a | 9. Lapli pa tonbe souvan. |
| 5. Rechofman planèt la | 10. Rivyè, ak sous dlo yo sèch. |



CD 2-4 – Yon ti dikte. Listen carefully and write down the missing words.

Example: *You hear* → Madanm nan pa _____ banm _____ timoun yo.
You write → Madanm nan pa janm banm mayo timoun yo.

11. Madan Masèl se fanm ki konn manyen manm gason.
12. Siklòn Alèn te bay moun Okay anpil pwoblèm nan lane 1980.
13. Jaklin di chanjman klimatik la se debwazman ki lakòz li.
14. Malèn ap monte Marigo semenn pwochenn pou l al wè marenn li.
15. Matla ki sou kabann michou an pa bon menm.
16. Machann bannann nan konn vann mayi moulen tou.
17. Machin sa a ap kouri tout boulin nan komin nan.
18. Vèmin ki rele Mimin nan se yon jenn limenna.
19. Grenn pwomennen pa janm dòmi san soupe.
20. Mayi ak pitimi se manje moun achte pou ti monnen.

Annou koute

✦ Listening strategies and techniques



CD 2-5 – Fenomèn debwazman ann Ayiti

Selection 1.

Gwo lapli ki te tonbe nan kapital la yè apremidi dimanch 5 janvye a te fè anpil dega nan zòn Kafoufèy. Gwo lapli sa a, te pwovoke glismanntèren, lavalas ak inondasyon ki lakòz malè anpil moun nan rejyon metwopolitèn nan. Dapre otorite yo, sanble ta genyen plis pase 40 kretyen vivan ki blese epi ak 7 lòt ki pèdi lavi yo. Gwo katastwòf natirèl sa a, te fè pèp Kafoufèy la mobilize pou mande otorite yo fè travay yo. Manifestan yo mande pou otorite yo entèdi kamyon ki toutlasentjounen pral pran sab nan tèt Mòn Lopital la. Anplis, moun yo egziye pou leta mete sou pye yon pwogram rebwazman nan zòn nan.

Se Frenand Leger pou radyo "Pawòl Lakay". Mèsi.

Selection 2.

Mezanmi! Apa lapli a pa janm tonbe! Sechrès ap fin touye nou wi nan peyi Dayiti.

Se debwazman ki lakòz sechrès. Pyebwa se lavi! Nou pa gen dwa koupe yo. Sispann kwit manje ak chabon bwa. Sèvi ak Bip Ti Cheri, yon recho gaz pwopàn total Kapital. Li pwòp, li ekonomik epi l ap kwit manje nou byen vit. Bip Ti Cheri se solisyon pou pwoblèm debwazman ann Ayiti.

CHAPIT KAT

Lekòl, Travay ak Pwofesyon

Transcripts for Leson 1 : Lekòl ann Ayiti



E. CD 2-7– Koute byen. Posesif ak atik defini oswa san atik defini? Ou pral tande 10 fraz. Kèk ladan yo gen atik defini apre adjektif posesif la; kèk lòt fraz pa gen atik defini apre posesif la. Idantifye fraz sa yo.

- | | |
|---|--|
| 1. Siklòn nan kraze kay li a. | 6. Direktè a ap travay nan biwo l la. |
| 2. Sa a se òdinatè l. | 7. Enspektè a te vin nan klas nou semenn pase. |
| 3. Timoun li an al lekòl ane sa a. | 8. Pwofesè a korije egzamen elèv li yo. |
| 4. Mwen mete tout liv mwen yo nan valiz la. | 9. Ban m liv mwen. |
| 5. M ap pale ak zanmi mwen. | 10. M pral fè devwa m yo jodi a. |



CD 2-11 – Yon ti dikte. Listen carefully and write down the missing words.

Example: *You hear* → _____ sa a _____ anpil

You write → Chen sa a tchack anpil.

- | | |
|--|--|
| 11. Klòtch machin nan pa mache byen. | 16. Klòch la sonnen chak dimanch. |
| 12. Tchanpan sa a toujou ap pale tchans. | 17. Chèk fè l chaje lajan nan pòch li. |
| 13. Al tcheke pou wè si yo kach chèk la. | 18. Mouch yo poze sou chou a. |
| 14. Chen an tchake kou chat la ak dan l. | 19. Ala ti chen antchoutchout papa ! |
| 15. Michou pral tonbe nan tchouboum. | 20. Tchòtchòwè ap pale tchulutchutchu. |

Annou koute



CD 2-12 – Elèv ayisyen k ap pale.**Pilou Aleksann (Okay, Ayiti)**

M rele Pilou Aleksann. Mwen lekòl *Lise Poleyis Sanon* ki nan vil Okay. Gen anpil pwoblèm nan lise a. Youn nan pwoblèm yo se mank espas ak materyèl eskòlè. Gen twòp elèv nan kou yo. Sal de klas yo fèt pou pran karant elèv. Poutan toujou genyen plis pase san elèv nan klas yo. Lè pwofesè a ap pale, elèv ki kanpe jis dèyè yo pa kab tande, ni wè tablo a pou ekri nòt yo.

Anna Petifè (Naso, Bayamas)

Non pa mwen se Ana Petifè. Lekòl mwen rele *C. R. Walker High School*. Se yon lekòl segondè ki nan vil Naso. Papa m ak manman m se Aysyen yo ye. Men mwen te fèt nan peyi Bayamas. Mwen pa renmen lekòl mwen ale a paske gen anpil diskriminasyon kont timoun ki gen paran ayisyen yo. Elèv Bayameyen yo toujou ap joure nou paske nou se Ayisyen. Pwofesè yo pa fè anyen pou fè yo sispann.

Jòj Senatis (Miyami, Florid)

Mwen se Jòj Senatis. Mwen rete nan vil Miyami ak fanmi mwen. Lekòl mwen rele *Mater Lakes High School*. Mwen renmen lekòl la. Gen yon sèl bagay mwen pa renmen: se pwoblèm disiplin nan. Elèv yo pa respekte pwofesè yo ansanm ak règleman yo. Yo toujou ap goumen sou lakou lekòl la. Genyen ki vini ak kouto pou blese lòt elèv. Mwen swete pou zafè vyolans sa a fini anndan lekòl la.

Transcripts for Lesson 2 : Nan invèsite a

CD 2-17 – R oswa W? Depending on the vowel that follows the missing letter or whether or not you know the word, choose **R** or **W** to complete these words in the following sentences.

- | | |
|--|---|
| 1. M wè mekanisyen an k ap ranje machin nan. | 5. Gen yon kawotchou ki anpàn nan kamyon an. |
| 2. Li wete tout pòt nan kote li rete a. | 6. Vwazen an ap raze bab li. |
| 3. Li ap repase yon wòb wouj. | 7. Pinga ou kite woulibè a pran lajan an non! |
| 4. Jak kwaze nèg ki te kraze bisiklèt li a. | 8. Woulèt rad la defèt nèt. |



CD 2-18 – Yon ti dikte. Listen carefully and write down the missing words.

Example: You hear → Wawa ap _____ yon bann _____.

You write → Wawa ap repase yon bann rad.

Example: You hear → Wawa ap _____ yon bann _____.

You write → Wawa ap repase yon bann rad.

- | | |
|---|--|
| 11. Marijàn ap travay nan yon biwo leta. | 16. Radotè sa a toujou ap ranse. |
| 12. Figi Wozandre won kou boul. | 17. Mwen wè twa rat k ap kouri nan lari a. |
| 13. Marenn mwen renmen ranje woujalèw li nan tiwa a. | 18. Se faktori kote yo fè recho a l ap travay. |
| 14. Woulibè a gentan ap ranje kò l pou l pran woulib. | 19. Koutiryè a ap fè woulèt rad la. |
| 15. Rasin wozo a rale tout dlo nan tè a. | 20. Otorite yo pran woulib sou lajan pwojè anwo a. |

Transcripts for Leson 3 : Etid inivèsité



CD 2-21 – Koute byen. Mòd enperatif oswa mòd endikatif? Ou pral tande 10 fraz. Kèk ladan yo nan mòd enperatif; kèk lòt nan mòd endikatif. Idantifye fraz sa yo lè w tande yo.

- | | |
|-----------------------------------|------------------------------|
| 1. Leta pa vle moun kanpe la! | 6. Fè atansyon! |
| 2. Pa pise la! | 7. Mari al lekòl chak jou. |
| 3. Ou toujou ap fè m bagay say o. | 8. Pa bay tèt ou pwoblèm. |
| 4. Vin isit ti gason! | 9. Kanpe la! |
| 5. Ban m òdinatè a, souple. | 10. Reponn kesyon an souple. |



CD 2-25 – S oswa Z? One letter is missing in the following words. Choose (s) or (z) to complete these words in the following sentences.

1. Mizisyen ayisyen yo di King Posse se yon baz nòm al.
2. Wòzlò achte yon kousen pou kouzen l lan.
3. Ras moun sa yo raz anpil!
4. Avanyè swa, nou manje zwa nan restoran an.
5. Kouzin mwen bay san Lakwa wouj chak de zan.
6. Azizwèl sa a yo rele solanj lan se kouzin mwen.
7. Vini m zipe zip kanson ou ti gason!
8. Bòs sa yo toujou ap fimen bòz nan izin nan leswa.
9. Mekanisyen an bezwen apranti pou siveye zouti yo.
10. Pwofesè a bezwen chifon pou efase tablo a.



CD 2-26 – Yon ti dikte. Listen carefully and write down the missing words in the following sentences.

11. Mwen sonje m te konn chase zwazo lè m te jenn ti gason.
12. Tout zanmi m yo te soti al nan sinema samdi swa.
13. Pèsonn moun pa ta sipoze konsome bwason alkolize ak sigarèt.
14. Peyizan yo te rete siyonnen tè a jiska sizè nan aswè.
15. Kouzin Mariz la soti nan dispansè paske l soufri kansè disen.
16. Jozafa derefize zipe zip kanson l lè l ap soti.
17. Zèklè yè swa a sanble sote tranzistò televizyon nan salon an.
18. Samdi swa, masisi ak sanzave fè kenken sou plas Channmas.
19. Lapolis te sezi plizyè fizi chas ak lòt gwo zam lou nan Site Solèy.
20. Kouzen m yo ap soti a sizè aswè a.

Transcripts for Leson 4 : Pwofesyon, Metye ak Travay



CD 2-28 – Koute byen. Se yon pwofesyon liberal oswa yon metye teknik? Ou pral tande douz fraz. Gen kèk ladan yo ki pale sou pwofesyon liberal. Gen lòt se de metye teknik yo pale. Koute byen epi chwazi sa w tande a.

1. Bòs mason an ap leve mi an.
2. Agwonòm okipe koze plant.
3. Se yon chapantye ki fè pòt kay la.
4. Gen de avoka k ap defann akize a.
5. bòs tayè a ap koud rad yo.
6. Se achitèk Bosan ki te fè plan Palè Nasyonal la.
7. Franketyèn se yon ekriven ayisyen.
8. Nou bezwen yon elektrisyen pou ranje kouran an.
9. Enjenyè yo sou chantye a.
10. Gi Diwozye se youn nan pi gwo mizisyen ayisyen.
11. Mari ap mennen chat li a kay veterinè.
12. Mekanisyen an ap ranje machin yo.



CD 2-30 – Yon ti dikte. Listen carefully and write down the entire sentences.

Example: You hear → Tonton l te mete tout tiwèl yo nan tiwa a.

You write → Tonton l te mete tout tiwèl yo nan tiwa a.

- | | |
|---|--|
| 1. Toto te fè sèt pitit. | 5. Agrikiltè, chapantye ak bòs tayè se metye teknik yo ye. |
| 2. Tèt Toma pa dwat ditou. | 6. Enstititè sot vizite Ti Twou de Nip ak timoun yo. |
| 3. Li te rete ap travay matematik nan inivèsite a. | 7. Koutiryè te mete twal jip la sou tab la. |
| 4. Achitèk, atis, doktè, kontab kab travay ak tèt yo. | 8. Sekretè patwon an travay toutan. |

CHAPIT SENK
Vakans lan rive, plezi gaye!

Transcripts for Leson 1: Nou pral andeyò!



CD 2-32 – Koute byen. Which variant: *fèk* or *fenk*, *sot* or *sòt*, *apèn* or *apenn*? Your instructor will read only one sentence in each of the following pairs of sentences. Listen carefully and indicate whether you hear the first sentence or the second one. **Note that the sentence you hear in each column is the one in bold.**

11. Li fèk manje.

12. Yo apenn soti.

13. Jaki sot travay.

14. Nou fenk fin etidye.

15. Mwen sòt lave rad yo.

16. Wòzlò apèn fini.

17. Wozmari sot ekri yon lèt.

18. M fèk desann bakaloreya.

19. Yo apenn rantre la.

20. Nou sot manje yon bon diri ak pwa.

11. Li fenk manje.

12. Yo apèn soti.

13. Jaki sòt travay.

14. Nou fèk fin etidye.

15. Mwen sot lave rad yo.

16. Wòzlò apenn fini.

17. Wozmari sòt ekri yon lèt.

18. M fenk desann bakaloreya.

19. Yo apèn rantre la.

20. Nou sòt manje yon bon diri ak pwa.



CD 2-34 –Yon ti dikte. Listen carefully and write down the entire sentences.

1. Fann nan kanpe sou bwenzeng li.

2. Timoun yo ap jwe pingpong nan lakou a.

3. Kreyòl se lang manman tout Ayisyen.

4. Sonèt la fè dingdong anndan kay la.

5. Manzè Lisi se yon madanm ki gen anpil.

6. Prezidan diktatè a te kanpe king nan palè a.

7. Koulèv sanble ak kong anpil.

8. Nèg la ban m yon zong manje.

9. Gen yon gang ki kache nan mang nan.

10. Te gen yon sèl bingbang andann kay la lè m te rive a.

Annou Koute



CD 2-35 – Vakans lavil ak andeyò**Script for summer vacation in two places**

Ane pase, mwen ak madanm mwen te ale pase vakans ete nou nan vil Nouyòk. Nou te vizite anpil sit istorik ak touristik epi nou te banboche nèt ale nan gwo kokennchenn vil sa a. Nan maten, nou te al vizite Estati Libète a. Nou te pran yon bato pou ale sou ti zile kote Estati a ye a. Nan apremidi, nou te al gade yon pyès teyat nan Bwòdway. Apre nou te al manje nan yon bèl restoran. Nan aswè nou te al nan yon bal ayisyen ki t ap fèt nan Bwouklin.

Lane pwochenn, se Bloumingtonn nou pral pase vakans ete nou. Bloumingtonn piti anpil men gen anpil bagay pou fè. Na va lwe yon bato pou n al peche pwason nan lak yo. N ava pase anpil tan ap gade bèl peyizaj. Kòm kote sa trankil, madanm mwen ap kab li woman, fè piknik epi detann li toutlasentjounen. Mwen menm, m pral jwe basketbòl nan inivèsite a chak jou.

Transcripts for Leson 2: Sou wout Jeremi!

CD 2-38 – Yon ti dikte. Listen carefully and write down the entire sentences.

1. Fi a mete luil la nan kwi a.
2. Jak ap kwit zuit yo nan kwizin nan.
3. Gen uit zegwi nan tiwa a.
4. Limen limyè nan kwizin nan pandan lannuit.
5. Si ou kwit manje nan kui a, l ap boule.

Transcripts for Leson 3 : Ann amize nou!

CD 2-41 – Yon ti dikte. Listen carefully and write down the entire sentences.

1. Lè yo di Djoni li pa jwenn djòb la, mise vinn andjable.
2. Nèg sa a renmen fè dyòlè anpil.
3. Mari ap kwit yon diri ak djondjon.
4. Dyaspora etazini voye anpil lajan ann Ayiti.
5. M ta kontan si dyòlè a te kab fèmen dyòl li.

Transcripts for Leson 4 : *Nou pral nan fèt chanpèt!*



CD 2-44 – Yon ti dikte. Listen carefully and write down the entire sentences.

- | | |
|--|---|
| 1. Woje mete halfò l sou do l pou l al nan jaden. | 5. Nèg bèl hotè a keyi mango a pou mwen. |
| 2. Gen yon pakèt dasomann k ap hise monte sou mi an. | 6. Houngan an chita nan hounfò a. |
| 3. Toujou gen yon hinghang nan kay la. | 7. Se houke Ganga houke lè l ap pale. |
| 4. Si m te ou m ta hont. | 8. Hounsi se fi ki ede houngan fè seremoni Vodou. |

CHAPIT SIS

Vwayaj nan peyi etranje!

Transcripts for Leson 1 : *Nan ki peyi nou prale?*



CD 2-48 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /bl/ ak /br/ ladan yo.

- | | |
|---|--|
| 1. Bresonyè a bliye al nan etid bibliik. | 5. Limyè machin yo ap briye nan blokis la. |
| 2. Blan an mete biblo a sou bibiyotèk la. | 6. Blakawout blayi nan tout peyi a. |
| 3. Nèg ak blouz ble a blese nan bra. | 7. Blan yo ap debleye ranblè ak debri tranblemanntè a. |
| 4. Bibliyotekè a bliye klase bibliyografi yo. | 8. Brigant yo bloke lari pou fè deblozay. |

Transcripts for Leson 2 : *Mwayen transpò*



CD 2-51 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /dr/ ladan yo.

- | | |
|--|---|
| 1. Ankadrè a chita ap drage medam yo olye li ankadre yo. | 5. Drivayè ak malandren se menm bagay yo ye. |
| 2. Andre aladriv depi li fin pèdi travay la. | 6. Ti foutbolè sa a dribble moun pi dri pase Wonaldo. |
| 3. Andrelita bezwen anpil dlo pou lave dra yo. | 7. Si tèt ou pa drèt, m kab drese l pou ou wi. |
| 4. Enjenyè a di l ap vinn fè drenaj la vandredi. | 8. Fòk nou al bay lave drapo yo nan dray. |

Transcripts for Leson 3 : *Bon vwayaj!*



CD 2-54 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /fl/ ak /fr/ ladan yo.

- | | |
|---|--|
| 1. Frè m nan pa manje fritay paske sante l frajil. | 6. Flannè yo ap flannen anba fredri a. |
| 2. Lè flach la sispann flache, n a fè yon flanbo dife. | 7. Machann fritay la ap fri bannann yo nan yon flanm dife. |
| 3. Frero frekan men poutan l ap flate fleris la. | 8. Fleris la koupe flèch flè yo pou yo kab fleri ankò. |
| 4. Fredi a desann jouk li pa fè fret ankò. | 9. Franswa frape machin nan paske l bliye frennen. |
| 5. Yo kenbe nèg ki konn jwe flamenco a an flagran deli. | 10. Fòk ou flite twalèt la ak flit la avan ou flòch li. |

Transcripts for Leson 4 : *Nan otèl Vila Kreyòl*



CD2-57 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /gl/, /gr/, /gz/ /gb/ ak /gd/ ladan yo.

1. Egzile ki soti Bagdad yo te sibi anpil agresyon.
2. Cheve granmoun nan grenn paske li pa grese.
3. Mèt la egzije pou elèv yo fè tout egzèsis ki nan egzamen an.
4. Ajan agrikòl sa te gradye nan yon lekòl agrikilti.
5. Gen yon sèl grenn gramè kay granmoun nan.
6. Egzistans tout egzile sa yo nan peyi a egzije otorite yo agrandi vil la.
7. Doktè a te voye l a fè yon egzamen pou egzema.
8. Grann Monik egzajere paske l ap fè twòp egzijans.

CHAPIT SÈT

Manje ak bwason

Transcripts for Lesson 1 : Ann al nan mache!



CD 2-60 -Yon ti dikte. Koute epi ekri fraz sa yo ki gen /kl/; /kr/; /ks/ ak /kt/ ladan yo.

1. Klan moun ki viktim yo kraponenn devan kliyan yo.
2. Elèv yo mande klarifikasyon paske seksyon lekti a pa klè pou yo.
3. Pwofesè a klarifye lekti a pou tout kreten ki t ap kriye yo.
4. Sektè prive a vekse paske sektè piblik la ranpòte laviktwà.
5. Gen anpil lapli sektoryèl ak zèklè nan mwa sektanm.
6. Kliyan ak rèk la mete kravati pou l vin mande kredi.
7. Maksorèl krabinen krapo a ak klipsè a.
8. Ou a va eskize Klotid si l pa gen tan klase liv avan klòch la sonnen.
9. Laktaz se yon anzim ki pèmèt moun dijere laktoz.
10. Kliyan yo di klima a pa pwopis pou klinik lan louvri.

Transcripts for Lesson 2 : Nan makèt la!



CD 2-63 - Yon ti dikte. Koute epi ekri fraz sa yo ki gen /lb/; /lf/ ak /lk/ ladan yo.

1. Albinòs la fè aksidan nan kalfou a.
2. Si li te byen kalkile, li pa ta kolboso machin nan.
3. Kontab la bezwen yon kalkilatri pou fè kalkil.
4. Malfektè toujou ap fè malfezan.
5. Malfwendeng nan kite malfini an ale.
6. Mwen mete kalbas ak kalbasik yo nan alfò a.
7. Mizisyon yo p ap kalbennde menm, yo soti yon nouvo albòm.
8. Si ou kalkile byen, ou a wè kalbennday pa bay.

Transcripts for Lesson 3 : *Ann pase atab!*



CD 3-3 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /lm/; /ls/ ak /lt/ ladan yo.

1. Li rete byen kalm dèyè pòt chanm nan pou l tandè fi a k ap fè alsiyis.
2. Malmouton ak malmachwa se menmman parèyman.
3. Veterinè a ba malswen an kalman pou kalme.
4. Timoun yo an malmakak paske yo ap malmanje.
5. Moun gwo palto yo monte an altitid pou al valse.
6. Andre fè altèkasyon ak Jozèf paske l t ap itilize altè l yo.
7. Saltenbank sa yo toujou ap fè bagay malsen.
8. Moun ki nan malsite toujou ap malmennen.
9. Li chita byen kalm pou l gade almanak la.
10. Se salte yo ki mete altènate a anpàn.

Annou koute



CD 3-4 – *Resèt labouyi bannann*

Engredyan ou bezwen

Pou fè labouyi bannann pou kat moun ou bezwen yon grenn bannann byen vèt, de gwo bwat lèt evapore, yon kèp lèt kokoye, yon vè sik, yon pense sèl, yon ti kiyè kannèl, yon ti kiyè miskad, yon ti kiyè esans vaniy, ak yon ti zès sitwon pou bay labouyi a bon gou.

Resèt la

Premye bagay ou fè lè w ap fè labouyi bannann se blennde oswa graje bannann nan. Ou kab blennde bannann nan ak youn nan bwat lèt yo. Lè ou fin blennde oswa graje bannann nan, mete l bouyi ak rès lèt la epi ak tout rès engredyan yo eksepte esans vaniy la ak zès sitwon an. Kite bannann nan bouyi sou yon dife mwayen pandan kenz a ven minit jouk li vinn epè. Fòk ou brase labouyi a souvan pou bannann nan pa kole epi boule anba bonm nan. Lè ou wè bannann nan kwit, ajoute esans vaniy la ak zès sitwon an. Fèmen dife a epi kite labouyi frèt avan ou sèvi l. Labouyi bannann ka sèvi ak pen pou soupe.

Transcripts for Leson 4 : Nan restoran an !



CD 3-7 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /sk/; /sl/ ak /sm/ ladan yo.

1. Eskadwon lamò a fè eskal tou pre lise a.
2. Lapolis arete aslè a pliske l vòle yon braslè.
3. Bòs tayè a ap mete eskanp nan pantaloon an.
4. Kosmonot yo ap eskalade yon mòn sou lalin.
5. Timoun nan jete plat eskalòp la nan eskalye a.
6. Mèt la mete tout eskandalè deyò nan klas la.
7. Timoun yo fè twòp eskandal lè y ap jwe oslè.
8. Fòk ou di m eskize pou vye pwodwi kosmetik sa yo ou achte a.

CHAPIT UIT

Lasante, maladi ak lanmò

Transcripts for Leson 1 : Lasante ak liyèn se Kòkòt ak Figawo



CD 3- 10 – Yon ti dikte. Koute epi ekri fraz sa yo ki gen /sp/; /spr/ ak /st/ ladan yo.

1. Espayòl yo espere, espageti a ap bon.
2. Nèg la espante sou fi a k ap fè espò tou touni.
3. Espòtif yo pa t espere pèdi match espesyal sa a.
4. Estaf la òganize yon bèl festen pou estajè yo.
5. Moun ki nan estaj yo tonbe fè estera nan estad la.
6. Espèkilatè yo gen espwa estòk yo p ap gate.
7. Espesyalis yo enstale yon radyo estereyo nan navèt espasyal la.
8. Fòk sitiyaasyon an estabilize pou festivite yo kab byen pase.

Transcripts for Leson 2: *Pwoblèm sante!*



CD 3- 13 – *Yon ti dikte.* Koute epi ekri fraz sa yo ki gen /pl/; /pr/ ak /pt/ ladan yo.

1. Nou dwe pwòpte paske plen malpwòpte nan kay la.
2. Apranti yo genlè t ap konplote kont prezidan pwojè a.
3. Aprivwaze yon pentad mande anpil aprantisay ak bon jan pratik.
4. Li fè eksprè chwazi eksprime l an Kreyòl pou etranje ka pa konprann.
5. Fi a ap fè laptitbouch ; li pa vle manje plat mayi moulen an.
6. Èske ou kab pwòpte laptòp mwen an pou mwen souple?
7. Li pa gen lespri pou aprann matematik, men, li gen aptitud pou mizik.
8. Pèp la rete anba lapli a ap aplodi premye minis la.

Transcripts for Leson 3: *Lasante se richès!*



CD 3- 16 – *Yon ti dikte.* Koute epi ekri fraz sa yo ki gen /tr/ ak /tl/ ladan yo.

- | | |
|---|---|
| 1. Etranje yo pa janm jete fatra nan tren an. | 5. Matlo a ap travay byen trankil sou bato a. |
| 2. Gen katreven atlèt nan pak atraksyon an. | 6. Matris li vin ratresi lè yo te chatre l la. |
| 3. Li kouri atrap batri a pou l pa tonbe. | 7. Li fin tranpe vyann nan a katrè karant. |
| 4. Kounye a se traka ak tribilasyon toupatou. | 8. Li atrap diri a epi l ap manje pòtre yon moun ki sot nan prizon. |

Annou koute



CD 3-17 – *Yon reklam pou yon medikaman kont lagrip*

Ou pa santi w anfò m; Ou gen doulè soti nan pye rive jouk nan tèt ; Ou gen mal tèt, mal do ak lafyèv; Ou pa kab vale anyen paske gòj ou ap fè w mal; Ou santi w fèb. W ap touse epi etènnye toutlasentjounen ; Larim ap koule nan nen w tankou larivyè k ap desann ; Se gripe w gripe. Ou pa bezwen pèdi tan w al kay doktè. Lagripam ap mete w kanpe sou de pye militè w an de tan twa mouvman. Lagripam se yon medikaman ki bon pou tout sentòm lagrip. Ou pa bezwen peskripsyon pou w achte Lagripam. Li pa koute chè epi w ap jwenn li nan tout famasi. Pran Lagripam jodi, leve tou nèf demen. Lagripam se medikaman pa n nan !

Transcripts for Leson 4: Veye lanmò!



CD 3-20 - Yon ti dikte. Koute epi ekri fraz sa yo ki gen /vl/; /vr/ ak /vn/ ladan yo.

- | | |
|--|---|
| 1. Ouvriye a kouvri kanape ak yon bèl moso vlou. | 5. Lendi ak madi se jou ouvrab yo ye. |
| 2. M bezwen yon ouvrebwat pou m louvri bwat lèt la. | 6. Sa w ap devni demen se bagay ki gade w. |
| 3. Li vlope liv la epi li mete l nan yon gwo anvlòp. | 7. Tout boutik nan avni an louvri. |
| 4. Yo pa vle kouvri chodyè a. | 8. Yo di y ap fè devlopman ; poutan sitiyasyon an ap anvlimen chak jou. |

➤ Vokabilè Kreyòl-Angle

Guide to the glossary

This list contains words appearing in *Pawòl Lakay* except for absolute cognates and some proper nouns. The words are listed in alphabetical order according to the orthography of the Kreyòl language. The part of speech and the English translation are provided for each entry. Homonyms are listed separately. For example, “**vè**” is considered as four different words because 1) as a noun it means “glass” in English; 2) it also means “worm”; 3) and “verse”; 4) “**vè**” is also a preposition which can be translated as “around”. Fixed phrases, idiomatic expressions and any expressions containing more than one word appear under their head words. For example, the expression ~ “**biyè alesenp**” meaning “one way ticket” is listed under the head word “**biyè**” as the following: (~ **alesenp** *n.* one way ticket).

The abbreviations below are used to indicate parts of speech for each single entry. Note that a particular word may be accompanied by several parts of speech indications.

Abbreviations used in this glossary

| | | | |
|---------|---------------|--------|-------------------|
| adj. | adjective | part. | partitive |
| adv. | adverb | pl. | plural |
| art. | article | poss. | possessive |
| comp. | comparative | prep. | preposition |
| conj. | conjunction | pron. | pronoun |
| def. | definite | rel. | relative |
| dem. | demonstrative | sing. | singular |
| ind. | indefinite | sup. | superlative |
| interj. | interjection | v. | verb |
| interr. | interrogative | vintr. | intransitive verb |
| neg. | negative | vmkr. | verb marker |
| n. | noun | vrefl. | reflexive verb |
| onom. | onomatopoeia | vtr. | transitive verb |

A**a** *interj.* ah!**a** *prep.* at**a see** **ava****abajou** *n.* lampshade**abi** *n.* abuse, injustice**~pouvwa** misuse of power**abitan** *n.* peasant, farmer**abite** *v.* to live, inhabit**abitid** *n.* habit, custom**~alimantè** food habit**abitye** *vintr.* to be used to;*vtr.* to accustom**abiye** *vintr.* to get dressed;*vtr.* to dress**absan** *adj.* absent**absans** *n.* absence**absè (abse, apse)** *n.*

abscess

abyento see you soon**achitèk** *n.* architect**achitekti** *n.* architecture**~neyoklasik** neoclassic

architecture

achte *v.* to buy**adisyon** *n.* addition**adje** *interj.* what a pity!**adjektif** *n.* adjective**adjektif posesif** possessive

adjective

administrasyon *n.*

administration

advèb *n.* adverb**adwat** *prep.* to the right of**adye** see **adje****afè (zafè)** *n.* affair**afè (zafè)** *n.* concern,
matter**afè (zafè)** *n.* big shot**afè (zafè)** *n.* genital organs**afekte** *v.* to affect, to have
an effect on**afimasyon** *n.* affirmation**afriken** *adj.* African**agoch** *prep.* to the left of**agraf** *n.* claps**agrandi** *vtr.* to enlarge;*vintr.* to increase in size**aggrave** *vtr.* to aggravate;*vintr.* to worsen**agrese** *v.* to agress, to

attack

agresyon *n.* aggression**agreyab** *adj.* agreeable**agrikilti** *n.* agriculture**agrikiltè** *n.* farmer**agrikòl** *adj.* agricultural**agwonòm** *n.* agronomist**ajan** *n.* agent**~dwanye** *n.* customs agent**ajans** *n.* agency**~de vwayaj** *n.* travel

agency

ajantri *n.* silverware**ajoute** *v.* to add**ak see zak****ak** *n.* act, certificate, title**ak** *conj.* with, and**akilè** *interr. adj.* at what
time**aktè (aktris)** *n.*

male/female actor

akasan *n.* corn porridge**akize** *v.* to accuse**akize** *n.* defendant, accused**akouchman** *n.* childbirth,
delivery**akouche** *vtr.* to assist in
giving birth; *vintr.* to give
birth**akoz (akoz de)** *prep.*

because of

akra *n.* grated fried

malanga

akrèk *adj.* greedy**fè ~ v.** to act greedily**akrilik** *n.* acrylic**akseleratè** *n.* accelerator**aktivite** *n.* activity**aktyèlman** *adv.* currently**akwochay** *n.* trouble,
dispute**al see ale****alafen** *adv.* Finally**alam** *n.* alarm**alamen** *adv.* by hand**aladriv** *adv.* idle, drifting**alamòd** *adj.* Fashionable**albinòs** *n.* albino**albòm** *n.* album**ale (al)** *vtr.* to go; *vintr.* to

go away, to leave

aleken *n.* cooked food sold
on the street**alèkile** from now on**aleretou** round trip**ale wè** *v.* go and see**alèz** *adj.* comfortable**alfa** *n.* alpha**alfò (halfò, ralfò)** *n.* straw
bag**aliman** *n.* food**alimantasyon** *n.*

nourishment

alimantè *adj.* alimentary**alkòl** *n.* alcohol**alkolik** *adj.* alcoholic**alkolize** *adj.* alcoholic**alman** *adj.* German**alo** *interj.* hello!**alò** *conj.* so, thus, then**alòske (alòke)** *conj.*

whereas, while

almanak *n.* calendar**alsiyis** *n.* sighs of pleasure
during sex**altè** *n.* hand weight**altèkasyon** *n.* altercation,
dispute**altènate** *n.* alternator**altènatif** *adj.* alternate**altitud** *n.* altitude**alto** *n.* alto**amelyore** *v.* to improve**ameriken (amerikèn)** *adj.*
American**amikalman** *adv.* amiably**amize** *vtr.* to entertain;*vrefl.* to amuse oneself**amò** *adv.* to death, madly**amoni** *n.* harmony**an** *interj.* oh!**an see ane****an see la****an (ann)** *prep.* to, from,
made of

anana (zannanna) n. pineapple
analfabèt adj. illiterate
anatomi n. anatomy
anba n. bottom
anba adv. downstairs
anba prep. below
anbake v. to embark
anbake v. to board
anbasad n. embassy
anbilans n. ambulance
anbisyon n. ambition
anbouteyaj n. traffic
anbrase v. to kiss, to hug
anbyans n. ambiance
anchante adj. delighted, happy
andemon (andenmon) adv. irritable, wild, reckless
andetay see detay
andèy see dèy
andeyò n. countryside, rural area
ane (an, anne, lan, lane, zan) n. year
anfas adv. across
anfas prep. Across from, facing
anfatik adj. emphatic
anfavè see favè
anfòm adv. in good shape, sexy, well-built
anfòm interj. great! fine!
angle adj. English
angaje adj. committed
angwo see gwo
anile v. to cancel
an jeneral adv. in general
ankadre v. to lead, to support
ankèt n. investigation
ankò adv. more, in addition, again
an koup adv. as a couple
ankwa see kwa
anmize see amize
anmwe interj. help!
ann see annou
ann see an

annatandan adv. meanwhile
anndan prep. in, inside
anons n. announcement
anonse v. to announce
annò adj. golden
annòd adj. orderly, in order
annou (ann) vmkr. let us, let's
anpàn see pàn
anpè adj. quite
anpè adv. quitely, in, at peace
anpeche v. to prevent
anpil adv. much, a lot
anpile v. to pile up
anplifye v. to amplify
anplis adv. besides, more
anplwa n. employment, job
anplwaye n. employee
anpoul n. light bulb, ampoule
~ elektrik light bulb
anraje adj. be raving mad
anrejistre v. to register
anrepo adv. at rest, in peace
anrime adj. to have a cold
ansanm adj. together
ansòs adv. in sauce
answit (ansuit) adv. then, next, afterwards
ansyen adj. old, ancient
antchouchout adj. excited, nosy
antèman see lantèman
antere v. to bury
antòs n. sprain
antrav n. trouble
antrave vtr. to hinder; *vintr.* to be hindered
antre vtr. to enter, to insert; *vintr.* to enter, to go in
antrepriz n. enterprise
antwopoloji n. anthropology
anvan (avan) adv. before

anvan (avan) prep. before, in advance of
anvan (avan) conj. before, previously
anvayi v. to invade
anvi n. desire
anvi v. to feel like, to want
anvlimen vtr. to worsen; *vintr.* to get worse
anvlòp n. envelop
anvlope v. to wrap
anvrak adj. scattered
anwo prep. on, on top of, above
anwo adv. upstairs
anwo n. top
anzim n. enzym
ap vmkr. expressing ongoing action
ap vmkr. expressing future
apa interj. isn't it!
apa adj. distinct, different
apa adv. separately, aside
apatman n. apartment
aparèy n. device, instrument, system
aparèy foto n. camera
apèn (apenn) adj. recently, just
aperitif n. drink before meal
aplikab adj. applicable
aplikatè n. swab, Q-tip
aplikasyon n. application
aplike v. to apply, to put into practice
aplodi v. to applaud
aplodisman n. cheering, applause
aprann v. to learn
apranti n. apprentice
aprantisay n. learning experience
apre prep. after
apremidi n. afternoon
apresye v. to appreciate
aprivwaze v. to tame
aptitid n. aptitude
apwopriye adj. appropriate

arebò *prep.* on the side, on the edge
arete *v.* to arrest
asasinen *v.* to murder
ase *adv.* enough
aslè *adj.* mischievous
asmatik *adj.* asthmatic
asosiyasyon *n.* association
aspè *n.* aspect
aspektyèl *adj.* aspectual
aspirin *n.* Aspirin
aswè *n.* evenings
aswè *adv.* in the evenings, at night
asyèt *n.* plate
atake *v.* to attack
atansyon *n.* attention
atè *n.* ground, floor
atè *n.* artery
atik *n.* article
~ defini *n.* definite article
~ endefini *n.* indefinite article
atire *v.* to attract
atis *n.* artist
atlas *n.* atlas
atlèt *n.* athlete
atletik *adj.* athletic
atmosferik *adj.* atmospheric
atò *adv.* after all, at last, so
atraksyon *n.* attraction
atrap *v.* to catch, to grab
atribi *adj.* attributive
atribisyon *n.* attribution
ava (a, va) *vmkr.* expressing future
avan see anvan
avangou *n.* forestate, preview
avantaj (avantay) *n.* advantage
avanyè *adv.* the day before yesterday
avèk (ak, ake, avè) *conj.* with
avèti *v.* to warn
avni *n.* avenue
avril *n.* april
avyon *n.* plane

ay *interj.* ouch!
Ayayay *interj.* damn it!
ayewopò *n.* airport
ayibobo *interj.* amen! ritual vodou cry
Ayiti *n.* Haiti
Ayipòd *n.* Ipod
ayisyen *adj.* male Haitian
ayisyèn *adj.* female Haitian
Ayizan *n.* name of a vodou spirit
avoka *n.* lawyer
Azaka *n.* name of a vodou spirit
Azi *n.* Asia
azizwèl *n.* low class woman
azòt *n.* azote
azyatik *adj.* asian

B

ba see bay
ba *adj.* low
ba *n.* stockings, panty hose
bab *n.* beard
babay *interj.* bye-bye!
babin *n.* lower part of the chin
baf *n.* blow
bag *n.* ring
bagay *n.* thing, stuff, matter
bak *n.* backward movement
bak see bakaloreya
bakaloreya (bak) *n.* high school diploma
bakaloreya (bak) *n.* high school examination
bal *n.* dance, dancing party
bal *n.* bullet
balans *n.* scales, balance
bale *n.* broom
balkon *n.* balcony
ban see bay
ban *n.* bench
banbòch *n.* bash, partying
banboche *v.* to have a blast
banbochè *n.* party-animal
bank *n.* bank
bankye *n.* banker
bann *n.* group, band, gang

bannann *n.* plantain
bare *v.* to hinder, to obstruct
bas *n.* bass, bass instrument,
baskètbòl (baskèt) *n.* basketball
basketè *n.* basketball player
basketèz *n.* female basketball player
bat *v.* to beat
~ nay *v.* to skip night sleep
batay *n.* battle, fight, struggle
bati *v.* to build
batiman *n.* boat, ship
batiman *n.* building
batman *n.* pulse, beat
bato *n.* boat, ship
baton *n.* stick, cane
batri *n.* battery
batri *n.* percussion drums
bay (ba, ban) *v.* to give
~ gaz *v.* to accelerate
~ lodyans *v.* to tell funny stories
Bayamas *n.* Bahamas
bayameyen *n.* Bahamian
bayameyèn *n.* female Bahamian
baz *n.* base, foundation, basis
baze *v.* to base
be (ret bouch be) *to* remain silent
bè *n.* butter
bè *n.* bay
bebe *n.* baby
bèbè *adj./n.* mute
bèf *n.* cow
bèk *n.* beak, bill
bekàn *n.* bike, bicycle
beke *v.* to peck
bèl *adj.* beautiful, good-looking, handsome
bèlsè *n.* sister-in-law
bèlte (labèlte) *n.* beauty
bendbouch *n.* mouthwash
beng (bing) *onom.* bong

beni *adj.* blessed
benyen *vtr.* to bathe; *vintr.* to take a shower
berè *n.* beret
berejèn (berejenn) *n.* eggplant
bèt *n.* animal
betize *vtr.* to deceive; *vintr.* to kid around
bèt lanmè *n.* sea food
bètrav *n.* beet
bèt volay *n.* poultry, bird
Bib (Labib) *n.* Bible
biblik *adj.* biblical
bibliyografi *n.* bibliography
bibliyotèk *n.* library
biliyotekè *n.* librarian
biblo *n.* trinket
bidjè *n.* budget
bidonvil *n.* santytown
bifèt *n.* buffet
biftèk *n.* beef steak
bijou *n.* jewel, jewelry
bikini *n.* bikini bathing-suit
bilya *n.* billion
bing see beng
bingbang *n.* commotion
bis *n.* bus
bis *n.* encore
bisiklèt *n.* bicycle
biwo *n.* desk, office
biyè *n.* note, short letter
~ aleretou *n.* round trip ticket
~ alesenp *n.* one way ticket
~ avyon *n.* flight ticket
biyodivèsite *n.* biodiversity
pèt ~ *n.* loss of biodiversity
biyografi *n.* biography
biyoloji *n.* biology
biznis *n.* business
bizou *n.* kiss
blabla *n.* drivel, nonsense
blag *n.* joke, funny story
blage *v.* to joke
blakawout *n.* blackout, power outage
blan *n./adj.* white
blanch *adj.* white

blayi *v.* to spread out
blayi *v.* to kill
ble *adj.* blue
blennde (blende) *adj.* loaded, full
blennde (blende) *adj.* armored, bullet-proof
blese *v.* to injure
blese *adj.* injured, hurt
blije see oblije
bliye *v.* to forget
blòf *n.* bluff
blòk *n.* block
blokay *n.* blockage
lokis *n.* traffic jam
blouz *n.* lab coat, bouse
bo *n.* kiss
bò *n.* side, part, half
bò *prep.* near, around, next to
bòfrè *n.* brother-in-law
bòl *n.* bowl
nan ~ grès li *v.* to be well-off
bon *adj.* good
bon *interj.* well then!
bòn *n.* maid
bonbòn gaz *n.* propane tank
Bondye *n.* God
bone see bonèt
bonè *adv.* early
bong see beng
bonm *n.* bomb
bonm *n.* cooking pot
bon mache see mache
bonjou *n.* greetings
bonjou *interj.* good morning!
boujwazi see laboujwazi
bonte (labonte) *n.* goodness, kindness
bòs *n.* artisan, craftsman, builder
~ ebenis *n.* cabinet-maker
~ chapant *n.* carpenter
~ mason *n.* mason
~ tayè *n.* tailor
bòt *n.* boot
bouch *n.* mouth

bouchri *n.* meat store
bouji *n.* candle
boujwa *n.* wealthy person
boukannen *v.* to roast
boukle *v.* to buckle
boul *n.* ball, globe, sphere
boulanje *n.* baker
boule *vtr.* to burn
boule *vintr.* to get along
boulin *n.* speed
boulon *n.* bolt
bounda (bouda) *n.* ass, buttocks, rear
boungalo *n.* bungalow
bourèt *n.* wheelbarrow
bourik *n.* donkey
bous *n.* wallet, purse
bout kanson *n.* short pants
bout pantalon *n.* short pants
boutèy *n.* bottle
boutonnen *v.* to button
bonswa *interj.* good night!
bouyon *n.* stew, broth, bouillon
bòz *n.* pot, marijuana
boza *n.* fine arts
bra *n.* arm
bragèt *n.* fly of trousers
brak *adj.* slightly sweeten
branch *n.* branch
brandi *vintr.* to
bras *n.* breaststroke
brase *v.* to stir, to mix
braslè *n.* bracelet
brav *adj.* brave
bravo *interj.* hurrah!
bren *adj.* light brown
breson see bwason
bresonyè *n.* drunkard, alcoholic
brezo *n.* bow tie
brezilyen *adj.* Brazilian
bri (bwi) *n.* noise
brigan *adj.* unruly, undisciplined
brigan *n.* bandit, criminal
briganday *n.* armed robbery; commotion
brik *n.* brick

briyan *adj.* shinny, brilliant
briye *vintr.* to shine, sparkle
bwa *n.* tree, wood
bwa fouye *n.* dugout canoe
bwason (breson) *n.* alcoholic beverage
bwat (bwèt) *n.* box
bwat (bwate, bwete) *v.* to limp
bwè *v.* to drink
bwenzeng (sou bwenzeng) *v.* to be well-off
bwòdè *adj.* dressed-up, elegant
bwokoli *n.* broccoli
bwòs *n.* brush
bwose *v.* to brush
bwòsdan *n.* toothbrush
bwòstèt *n.* hairbrush
bwote *v.* to haul
bwouya *n.* fog
byè *n.* beer
byen *adj.* fine, well
byen *n.* property
byento *adv.* soon
byenveni *interj.* welcome

CH

cha *n.* tank; carnival float
chabon *n.* charcoal
 ~ **bwa** *n.* wood charcoal
chacha *n.* cha-cha
chache *v.* to look for, to search for
chadèk *n.* grapefruit
chagren *n.* sorrow
chaj see chay
chaje *v.* to fill, to load
chak *adj.* each, every
chakitri *n.* delicatessen shop
chalè *n.* heat, warmth
chan *n.* song
chanday *n.* sweater
chanje *v.* to change
chanjman *n.* change

chanmchanm *n.* groud roasted corn
chanm *n.* room, bedroom
chanm kay *n.* room,
chanm akouche *n.* bedroom
chanmòt *n.* second floor
chanpwèl *n.* secret society
chans *n.* good fortune, kuck
chanson *n.* song
chante *v.* to sing
chante *n.* song
chantè *n.* singer
chantèz *n.* female singer
chapant *n.* carpenter, carpentry
chapantye *n.* carpenter
chapel *n.* chapel, small church
chapèl finèrè *n.* funeral home
chapo *n.* hat
chapo pay *n.* straw hat
charye *v.* to transport, to carry away
charyo *n.* cart
chas see lachas
chase *v.* to hunt
chat *n.* cat
chatre *v.* to castrate
chay *n.* load
chè *adj.* expensive
chèf *n.* chief, boss
chèk *n.* check
 ~ **de vwayaj** *n.* traveller's check
chemiz *n.* shirt
chemizèt *n.* undershirt
chèn see chenn
chen *n.* dog
chen janbe *n.* food sold on the streets

chenn (chèn) *n.* chain, necklace
cheri *n.* darling, dear
cheve *n.* hair
cheviy *n.* ankle
chèz *n.* chair
chich *adv.* stingly
chiklèt *n.* chewing-gum
chif *n.* number
chifon *n.* rag, chalkboard eraser
chik *n.* chic, elegant
chimi *n.* chemistry
chita *v.* to sit down
chita gade *v.* to watch
cho *adj.* hot, warm
chodyè *n.* large cooking pot
chèk *n.* shock
chokola *n.* chocolate
chofè *n.* driver
chofè taksi *n.* cab driver
chofè tèt mato *n.* bad driver
chomaj *n.* unemployment
chosèt *n.* socks
chèt *n.* shorts
chèt de beny *n.* swimsuit
chou *n.* cabbage
chwa *n.* choice
chwal *n.* horse
chwazi *v.* to choose

D

dabitid *adv.* usually
dabò *adv.* first of all, at first
dakò *adj.* to agree
dakò *interj.* agreed!
dam *n.* lady, woman, ma'am
dan *n.* tooth
danje *n.* danger
danre *n.* foodstuff
dans *n.* dance
danse *v.* to dance

dantifris *n.* toothpaste
dantis *n.* dentist
dat *n.* date
dasomann *n.* gate-crasher
dawou (dawout, out) *n.* August
de *n.* two
debake *vtr.* to unload; *vintr.* to arrive
debleye *v.* to clear away
deblozay *n.* violent quarrel, disorder
debòde *v.* to overflow, to run over
debòde *adj.* very excited
deboukle *v.* to unbuckle
deboutonnen *v.* to unbutton
debraye *adj.* wide open, unbuttoned
debri *n.* debris, junk
debwazman *n.* deforestation
defann *v.* to defend
defann *v.* to prohibit, to forbid
defans *n.* defense, protection
defans *n.* bumper
definisyon *n.* definition
deforestasyon *n.* deforestation
dega *n.* damage
degaje *v.* to free; *vrefl.* to get by
degaje *n.* small job
degre *n.* degree, rank
~ santigrad *n.* centigrade degree
dejene (dejenen) *n.* breakfast
dekòlte *adj.* open-necked

dekouraje *vtr.* to discourage; *vintr.* to be discouraged
dèlko *n.* electric generator
demach *n.* manner of walking; process
demanbre *v.* to beat, to break
demare *v.* to start off
demokrasi *n.* democracy
demolisyon *n.* demolition
demon (denmon) *n.* demon, evil spirit
deng *n.* ass, buttock
depaman *adj.* mismatched, unpaired
depaman *adv.* differently
depann (depan) *vintr.* to depend on
depanse *v.* to spend
depi *prep.* since
an ~ in spite of
depo *n.* storehouse
depo *n.* deposit
depoze *v.* to lay down, to put down
depresyon *n.* depression
deranjman *n.* disturbance, trouble
desanm *n.* December
desann *v.* to lower, to put down; to overflow
~ bakaloreya *v.* to take the high school exam
dèsann (mèkredi dèsann) Ash Wednesday
desè *n.* dessert
desine (desinen) *v.* to draw
deskripsyon *n.* description
destriksyon *n.* destruction
detache *v.* to detach, to untie

detache *v.* to remove stains from
detann *v.* to relax
detay *n.* detail
~ andetay *adv.* in detail
detèminan *n.* determinant
detèmine (detèminen) *v.* to determine
detwi *v.* to destroy
devaste *v.* to devastate
devede *n.* DVD
devedepleyè *n.* DVD player
devine *v.* to guess
devinèt *n.* riddle
devise *v.* to unscrew
devlope *v.* to develop
devlopman *n.* developman
devni *vintr.* to become
devni *n.* future
dèy *n.* mourning
~andèy in mourning
dèyè *n.* rear, behind, back
dèyè *prep.* behind, in back of
dèyè *adv.* behind, backwards
deyò *adv.* outside, out
deyò *adj.* exterior, outside
deyodoran (dezodoran) *n.* deodorant
dèzaye (Jou dèzaye) *n.* Ancestors' Day
dezipe *v.* to unzip
dezyèm *adj.* second
di *v.* to say
di *adj.* hard, firm, stingy
di *adv.* firmly
di *prep.* in the, of the, from the
di see dis
didje (didye) *n.* Disc Jockey (DJ)
dife *n.* fire, flame

difisil *adj.* difficult, hard**digo** *n.* indigo**dijans** *adj.* emergency**dikte** *n.* dictation**diksyonè** *n.* dictionary**dimanch** *n.* Sunday**dimaten** *adv.* in the morning**dine (dinen)** *n.* main meal of the day**dine (dinen)** *v.* to eat the main meal of the day**dine ochandèl** *n.* candle light dinner**dingdong** *onom.* ding-dong**diplòm** *n.* diploma**dirèk** *adj.* direct, straight**direktè** *n.* director, manager**dirèkteman** *adv.* directly**diri** *n.* rice**dirijan** *n.* director, supervisor, leader**diriye** *v.* to lead, to manage**dis (di)** *adj.* ten**disèt** *adj.* seventeen**disip** *n.* disciple**disiplin** *n.* discipline**diskite** *v.* to discuss**diskotèk (disko)** *n.* disco, night club**diskriminasyon** *n.* discrimination**dispansè** *n.* health center, clinic**disparèt** *vtr.* to make disappear *vintr.* to disappear**disponib** *adj.* available**diswa** *adv.* in the evening**ditou** *adv.* at all**diven** *n.* wine**dividal (yon dividal)** *a lot, many***divize** *v.* to divide**divòse** *v.* to divorce**dizuit** *adj.* eighteen**diznèf** *adj.* nineteen**djab (dyab)** *n.* devil**djabolik** *adj.* diabolical**djagonal (dyagonal)** *adj.* diagonal**djak (dyak)** *n.* jack**djakèt** *see jakèt***djalòg (dyalòg)** *n.* dialogue**djaman (dyaman)** *n.* diamond**djare (dyare)** *n.* diarrhea**djaz (dyaz)** *n.* jazz**djèt (dyèt)** *n.* jet**djin** *n.* jeans**djip** *n.* jeep**djòl (dyòl)** *n.* mouth**djòlè (dyòlè)** *n.* talker, braggart**djòlè (dyòlè)** *adj.* boastful, bragging**djondjon (dyondyon)** *n.* small black mushroom**dlo** *n.* water**dlololo** *adj.* watery**do** *n.* C in music**do** *n.* back**~ kay** *n.* roof**dodin** *n.* rocking chair**dokiman** *n.* document**doktè** *n.* doctor**doktora** *n.* doctorate**dola** *n.* dollar**domaj (donmaj)** *n.* damage, injury**domèn (domenn)** *n.* domain, field, land**dòmi** *n.* sleep**dòmi** *v.* to sleep**donatè (donè)** *n.* giver**donte** *v.* to tame**dosye** *n.* file, records, dossier**double** *v.* to double; to pass**douch** *n.* shower**doudou** *n.* darline**dousman** *adv.* slowly**douz** *adj.* twelve**douzèn (douzenn)** *n.* dozen**dra** *n.* sheet**drage** *v.* to flirt**dragon** *n.* dragon**draje** *n.* candy**drapo** *n.* flag**dray** *n.* dry cleaning**dren** *n.* draining pipe**drenaj** *n.* draining, drainage**drèt** *see dwat***drese** *v.* to straighten**dri** *adv.* often, frequently**drib** *n.* dribble**drible** *v.* to dribble, to fake out**drivayè** *n.* drifter**drive (drivaye)** *to drift, to wander***dwat (drèt)** *adj.* straight**dwèt** *n.* finger**dwòg** *n.* drug**dwoge** *v.* to drug**dyab** *see djab***dyabolik** *see djabolik***dyafragm** *n.* diaphragm**dyagonal** *see djagonal***dyakèt** *see jakèt***dyaman** *see djaman***dyare** *see djare***dyòl** *see djòl***dyolè** *see djolè***dyondyon** *see djondjon*

E

e *conj.* and
è (lè, zè) *n.* hour
eben *see* **enben**
ebenis *n.* cabinetmaker
eboulman *n.* landslide
èd *n.* help, aid, assistance
ede *v.* to help, to assist
edikasyon *n.* education
edikatè *n.* educator
edmi *n.* and a half
efase *v.* to erase
egal *adj.* equal, identical
egal *adv.* identically
egalite *n.* equality
egzagòn *n.* hexagone
egzajerasyon *n.* exaggeration
egzajere *v.* to exaggerate
egzakt *adj.* exact
egzakteman *adv.* exactly
egzaktitid *n.* precision, accuracy
egzamen *n.* examination
~ ofisyèl official examination
egzanp *n.* example
egzante *v.* to avoid; to exempt
egzema *n.* eczema
egzèsis *n.* exercise
egzibisyon *n.* exhibition
egzijan *adj.* demanding
egzijans *n.* demand, requirement
egziye *v.* to demand, to require
egzistans *n.* existence
eklate *v.* to explode, to burst
ekolojik *adj.* ecological
ekolojikman *adv.* ecologically
ekonòm *n.* bursar
ekonomi *n.* economy
ekonomik *adj.* economic, economical
ekonomikman *adv.* economically
economize *v.* to save

ekrevis *n.* shrimp
ekriven *n.* writer
ekselan *adj.* excellent
eksè *n.* excess, exaggeration
~dvitès *n.* over the speed limit
eksepsyon (esepsyon) *n.* exception
eksepsyonèl (esepsyonèl) *adj.* exceptional
eksepsyonèlman *adv.* exceptionally
eksepte *prep.* except for
eksetera (elatriye) *n.* etc., et cetera
eksitasyon *n.* excitement
eksite *v.* to excite, to stimulate
eksite *adj.* upset, angry
ekskiz (eskiz) *n.* excuse
ekskize (eskize) *v.* to excuse, to forgive
ekspè (espè) *n.* expert
eksperyans (esperyans) *n.* experience
eksplikasyon (esplikasyon) *n.* explanation
eksplike (esplike) *v.* to explain, to narrate
eksplize (esplize) *v.* to explode
ekspeze (espoze) *v.* to explain
ekspre (eksprè, espre) *adv.* intentionally
ekspresyon (espresyon) *n.* expression; utterance
eksprime (esprime) *v.* to express
ekri *v.* to write
ekselan *adj.* excellent
ekstèn *adj.* external
elatriye *see* **eksetera**
elektrisyen *n.* electrician
eleman *n.* element
elèv *n.* student
elikoptè *n.* helicopter
en (enn, youn) *adj.* one

enben (eben, ebyen) *interj.* so, well then
enbesil *adj.* stupid, foolish
endepandans *see* **lendepandans**
endike *v.* to indicate
endirèk *adj.* indirect
endirètman *adv.* indirectly
endistri *n.* industry, factory
endividi *n.* individual, person
endividye *adj.* individual, separate
Endonezi *n.* Indonesia
enèji *n.* energy
enève (ennève) *v.* to upset, to irritate
enfeksyon *n.* infection
enfimyè *n.* nurse
enfòmasyon *n.* information
enfòmatrik *n.* computer science
enfòmè *v.* to inform
enfrastrikti *n.* infrastructure
enfraksyon *n.* infraction
engredyan *n.* ingredient
enjenyè *n.* ingeneer
enkyete *v.* to cause worry
enkyetid *n.* anxiety
enpe *n.* a little, some
enplike *v.* to be implicated, to be involved
enplikasyon *n.* implication, involvement
enpòtan *adj.* important
enpòtans *n.* importance
enpesktè *n.* inspector, supervisor
enspeksyon *n.* inspection
enskri *v.* to register
enstabilite *n.* instability
enstititè *n.* primary school teacher
enstititris *n.* female primary school teacher
enstitisyon *n.* institution
enstriksiyon *see* **lenstriksyon**
enstriman *n.* instrument

entèdi *v.* to forbid
entèdiksyon *n.* forbiddance
entèjeksyon *n.* interjection
entèlijan *adj.* intelligent, smart, clever
entèn *adj.* internal
entènasyonal *adj.* international
entènèt *n.* Internet
entansyon see **lentansyon**
enterè *n.* interest
entesten *n.* intestine
entèvni *v.* to intervene
envestisè *n.* investor
envite *v.* to invite
epe *n.* sword
epè *adj.* thick, dense
epeng see **zepeng**
epi (enpi) *conj.* and, then
epina (zepina) *n.* spinach
epis (zepis) *n.* spice
eple *v.* to spell out
epòl see **zepòl**
eritaj (eritay) *n.* heritage
esans *n.* extract, essence
esansyèl *adj.* essential
esepsyon see **eksepsyon**
esepsyonèl see **eksepsyonèl**
eseye *v.* to try
eskadwon *n.* squadron, group
eskago *n.* snail
eskal *n.* layover
eskalad *n.* escalade
eskalade *v.* to escalade
eskalòp *n.* scallop
eskalye *n.* stairs
eskandal *n.* scandal
eskankandalè (z) *adj.* noisy person
eskanp *n.* crease
èske *adv.* interr. marker
eski *n.* ski
eskilti *n.* sculpture
Eskimo *n.* Eskimo, Inuit
eskiz see **ekskiz**
eskize see **ekskize**
esklav *n.* slave
espas *n.* space

Espayòl (panyòl) *n.* Spanish
espere *v.* to expect
espageti *n.* spaghetti
espante *v.* to startled
espasyal *adj.* spatial
espekilatè *n.* speculator
esperans *n.* expectation, hope
espesyal *adj.* special
espesialis *n.* specialist
espesyalite *n.* speciality
espesifik *adj.* specific
espesyalizasyon *n.* specialization
espò *n.* sport, exercises
espòtif *n.* sportsman
espòtif *adj.* sporting
espre see **ekspre**
esprè see **eksprè**
esprès see **eksprès**
espresyon see **ekspresyon**
espri (lespri) *n.* spirit
esprime see **eksprime**
espwa (lespwa) *n.* hope
estab *adj.* stable
estabilite *n.* stability
estabilize *v.* to stabilize
estad *n.* stadium
estaj *n.* internship
estajè *n.* intern, trainee
estaf *n.* staff
estanda *adj.* standard
estasyon *n.* station
estat *v.* to start
estatè *n.* starter, ignition
estera *n.* staff
estereyo *n.* stereo
estènen (etènye) *v.* to sneeze
estetoskòp *n.* stethoscope
estil djennjèbred *n.* gingerbread style
estòk *n.* stock
estomak (lestomak) *n.* stomach, chest
estrès *n.* stress
eta *n.* condition, situation
eta see **leta**

etabli *v.* to establish
etaj *n.* floor, story
etajè *n.* shelf, rack
~ pou liv *n.* bookshelf
été *n.* summer
etenn *v.* to turn off
etènye see **estènen**
etidyan *n.* student
etidye *v.* to study
etikèt *n.* label, sticker
etnoloji *n.* ethnology
etranj *n.* odd, strange
etranje *n.* foreigner, alien
etwal (zetwal) *n.* star
evite *v.* to avoid
Ewòp *n.* Europe
ewopeyen *n.* European

F

fa *n.* make-up
fa *n.* lighthouse
fa *n.* F key in music
fab *n.* detergent
fache *adj.* angry
fakiltè *n.* faculty
fakiltè *n.* university division
faktori *n.* factory, plant
famasi *n.* pharmacy
famasyen *n.* pharmacist
famasyèn *n.* female pharmacist
familyarize *v.* to familiarize
fanatik *n.* fanatic
fanm *n.* woman
fanmi (fanmiy) *n.* family
farin *n.* flour
farinay *n.* drizzle, sprinkle
farinen *v.* to drizzle, to sprinkle
fasil *adj.* easy
fatig *n.* fatigue
fatigan *adj.* tiring
fatige *adj.* tired, exhausted
fatra *n.* trash, garbage
favè *n.* favor
~anfavè in favor of
fay *n.* mistake, fault
faz *n.* phase, stage
fè *v.* to do, to make

fè a repase *n.* iron
fè bab *v.* to shave
fè espò *v.* to exercise
fè gaz *v.* to fill up with gas
fè konesans *v.* to make introduction
fè ligo *v.* to play hide-and-sick
fè lesiv *v.* to do laundry
fè mikalaw *v.* to be abound, be plentiful
fè nouvèl *v.* to listen/watch the news
fè pri *v.* to bargain
fè sèvis *v.* to service
fè twalèt *v.* to wash
fè tyounòp *v.* to tune up
fè vitès *v.* to speed
fèb *adj.* weak
fèk/fenk *vmkr.* to have just
felisitasyon *n.* congratulations
fèm *adj.* firm
femèl *n.* female
fèmen *v.* to close
feminen *adj.* feminine
fenèt *n.* window
fenomèn *n.* phenomenon
fent *n.* ruse, trick
festen *n.* feast, banquet
festival *n.* festival
festivite *n.* festivities
fèt *v.* to happen, to take place
fèt *n.* feast, celebration, party
fèt chanpèt (fèt patwonal) *n.* patronal festival
fevriye *n.* February
fèy *n.* leaf
fi *n.* woman, girl, daughter
fi *adj.* female
fig bannan (fig mi) *n.* banana
figi *n.* face
fiks *adj.* steady, fixed
fiksasyon *n.* fixation
fikse *v.* to stare at
fil *n.* thread, wire
file *v.* to spin

file *v.* to sharpen
filing *n.* feelings
filozofi *n.* philosophy
filozofik *n.* philosophical
fin modal verb denoting completion
fin see **fini**
finans *n.* finance
fini *v.* to end, to finish
fiti *n.* future
fiyanse *n.* fiancée
fiyèl *n.* godson, goddaughter
fizi *n.* gun, rifle
fizik *n.* physical
flach *n.* flashlight
flache *v.* to shine a light
flagran *adj.* flagrant
flaman *n.* flamingo bird
flamengo *n.* flamenco
flan *n.* flan
flanbe *v.* to flame
flanbo *n.* torch
flanm *n.* flame
flann *n.* walk, stroll
flannen *v.* to hang out
flate *v.* to fawn
flatè *adj.* flatterring
flay *v.* to fly
flay *n.* miss
flè *n.* flower
flèch *n.* arrow
flechi *v.* to bend
fleri *v.* to flower, to blossom
fleris *n.* florist
flit *n.* flute
flite *v.* to fumigate
flòch *v.* to flush
flote *v.* to float
flou *adj.* blurred
fo *adj.* false
fò *adj.* strong
folkloric *adj.* folk
fòm *adj.* shape
fòmality *n.* formality
fòmasyon *n.* formation, training
fòme *v.* to form
fòme *adj.* formed, well-educated

fon *adj.* deep
fon *n.* bottom
fonetik *n.* phonetic
fonksyon *n.* function
fonksyonè *n.* civil servant
fòs *n.* strenght
fòse *v.* to force
fot *n.* fault, mistake
fotèy *n.* armchair
fòtin *n.* fortune
fotograf *n.* photographer
fou *adj.* crazy
fouchèt *n.* fork
foutbòl *n.* soccer
fouye *v.* to search
fragmante *v.* to divide
frajil *adj.* fragile
frakase *v.* to smash
frankofòn *adj.* Francophone
franch *adj.* frank
franchiz *adj.* farnkness
Fransè (franse) *n.* French
fransè (franse) *adj.* french
frap *n.* hit
frape *v.* to hit
fraz *n.* phrase, sentence
fre *adj.* chilly
frè *n.* brother
fredi *n.* cold
fredone *v.* to hum
frèch *adj.* fresh
frèt *adj.* cold
frèz *n.* strawberry
frekan *adj.* insolent
frekan *n.* insolence
fren *n.* break
~ a men *n.* hand break
frennen *v.* to break, to slow down
fri *v.* to fry
frikase *v.* to sauté
frikasyonnen *v.* to rub, to massage
frijidè *n.* refrigerator
fritay *n.* fry foods
frite *v.* to hang around
friz *n.* deep-freeze chamber
frizè *n.* freezer
fwa *n.* time

fwa bèf *n.* beef liver
fwi *n.* fruit
fwomaj *n.* cheese
 ~ **ankrèm** *n.* cream cheese
 ~ **kabrit** *n.* goat cheese
fwote *v.* to rub, to scrub

G

ga *n.* train station
gabèl *n.* special advantage
gad *n.* guard, watchman
gade (gad) *v.* to look at, to watch
gade (gad) *v.* to keep, to store
gadjen (gadyen) *n.* caretaker, watchman
gadmanje *n.* cupboard, pantry
gadyen *see gadjen*
gagè (gadjè) *n.* cockfight arena
gagòt *n.* messy, disorganized
galon *n.* gallon
galope *v.* to gallop
gan *n.* glove
gang *n.* gang, mob
gante *adj.* to wear gloves
garaj (garay) *n.* garage
garanti *n.* guarantee
garanti *v.* to guarantee
garay *see garaj*
gare *v.* to park
gason *n.* male, boy
gaspiyaj (gaspiyay) *n.* waste
gaspiye *v.* to waste, to squander
gate *v.* to ruin
gate *v.* to rot, to decay
gato *n.* cake
gaye *vtr.* to scatter; *vintr.* to go astray
gaye *v.* to spread
gaz *n.* gas
 ~ **lakrimojèn** *n.* lacrimogenic gas, tear gas
 ~ **pwopàn** *n.* propane gas
gazon *n.* lawn, grass

ge *adj.* gay, happy, merry
gè *n.* war
gen *see genyen*
 ~ **dwa** *v.* to have the right
genlè *v.* to seem, to look like
genyen (gen) *v.* to have
genyen (gen) *v.* to win
gid *n.* guide
gid touristic *n.* touristic guide
gide *v.* to guide
gita *n.* guitar
glann *n.* gland
glas *n.* ice, frost
glase *adj.* iced, icy
glasi *n.* cemented area
glasiye *v.* to surface with cement; to glaze
glasyè *n.* cooler, icebox
glikoz *n.* glucose
glisad *n.* slide, sliding
glise *v.* to slide
gliserin *n.* glycerol
glismanntèren *n.* landslide
glob (glob) *n.* globe, planet
global *adj.* global
globalman *adv.* globally
globalize *v.* to sum up
glòs *n.* deciliter oil measure
glwa (laglwa) *n.* glory
gòj *n.* throat
gòm (gonm) *n.* pencil eraser
gon *n.* hinge
gonm *see gòm*
gou *n.* taste, flavor
gou *adj.* tasty
goud *n.* gourde
gouda *n.* gouda cheese
goumen *n.* fight
goumen *v.* to fight
gout *n.* drop, drip
goute *v.* to taste
goyin *n.* handsaw
gra *adj.* fat, overweight
grad *n.* rank, status
gradye *v.* to graduate
gradye *adj.* graduated
graj *n.* grater

graje *v.* to grate
gram *n.* gram
gramè *n.* grammar
gran *adj.* big, tall, grown
gran *adj.* wide, large
grandi *v.* to grow up
grangou *adj.* hungry
grangou *n.* hunger
granmè *n.* grandmother
granmoun *adj.* elder, adult
grann *n.* grandmother, granny
grannèg *n.* man of wealth
granpanpan *n.* pretentious person
granpè *n.* grandfather
granri *n.* main street
grasouyèt *adj.* chunky
grav *adj.* serious, critical
aksan ~ *n.* grave accent
grave *v.* to scratch
grenadya (grenadja) *n.* passion fruit
greenn *n.* seed, grain
grennen *v.* to shell, to scatter
grès *n.* grease, fat
nan bòl ~ *see bòl*
grese *v.* to oil, to grease
gri *adj.* gray
grif *n.* claw
grigri *n.* pigeon hawk
grimas *n.* grimace
grimèl *n.* black woman with light complexion
grimo *n.* black man with light complexion
grip (lagrip) *n.* flu, cold
gripe *v.* to have the flu
griy *n.* grid, grille
 ~ **koreksyon** *n.* grading grid
griye *v.* to grill, to broil, to roast
griyo *n.* spicy fried pork
gwo *adj.* big, large
angwo *adv.* wholesale
gwòg *n.* alcoholic beverage
gwonde *v.* to roar, to growl, thunder

gwosi *v.* to grow larger, to gain weight
gwoup *n.* group

H

halfò *see* **alfò**
hinghang *n.* quarel
hise *v.* to hoist, haul up, to raise
hont *see* **wont**
hotè *see* **wotè**
hounfò (ounfò) *n.* vodou temple
houngan (ougan, oungan) *n.* vodou priest
houke *see* **wouke**
hounsi (ousi, ousi) *n.* female vodou apprentice

I

ibanis *n.* urbanist
Ibo *n.* group of vodou deities
identifye *v.* to identify
identite *n.* to identity
ide *see* **lide**
ideyal (lideyal) *n.* ideal
ideyal *adj.* ideal
igloo *n.* cooler
ijan *adj.* urgent, pressing
ijans *n.* emergency
il *see* **zile**
iletre *adj.* illiterate
imajine (imajinen) *v.* to imagine, to suppose
imel *v.* to e-mail
imel *n.* e-mail
imigrasyon *n.* immigration
inivèsite *n.* university, college
inivèsité *n.* university faculty and students
inondasyon *n.* flood
isit *adv.* here
isye *see* **uisye**
itil *adj.* useful, handy
itinerè *n.* itinerary
ivè *n.* winter

izin *n.* factory, plant

J

ja *n.* jar
jaden *n.* garden
jakèt (djakèt, dyakèt) *n.* coat, jacket
Jamayik *n.* Jamaica
jan *n.* kind, type, sort
janbe *v.* to cross over
janbon *n.* ham
~ **fime** *n.* smoked ham
janm *n.* leg
janmen (janm, jamè) *adv.* never, ever
jansiv *n.* gum
jant *n.* rim
jante *v.* to mount a tire
janti *adj.* kind, nice, pleasant
janvyè *n.* january
je (zye) *n.* eye(s)
jedi *n.* thursday
jenjanm *n.* ginger
jen *n.* june
jeneral *n.* general
jeneral *adj.* general
jeneralman *adv.* generally
jenn (jèn) *adj.* young
jenou (jennou) *n.* knee
jewografi (jeyografi) *n.* geography
jewològ (jeyològ) *n.* geologist
jewoloji (jeyoloji) *n.* geology
ji *n.* juice
jilèt *n.* razor blade
jis (jous) *conj.* until, till
jiska (jouska) *prep.* until, till
jiskaske (jouskaske) *conj.* up until now
jistis (lajistis) *n.* justice
jiwòf *n.* clove
jiyè *n.* July
jodi (jodiya) *n.* today
jon *n.* baton of drum major
jòn (jonn) *n.* yellow
jou *n.* day

jouda *n.* gossip, slander
jouda *adj.* gossipy
jouk *see* **jis**
joumou *n.* squash
jounal *n.* newspaper, journal, diary
jounalis *n.* journalist
jounen (lajounen) *n.* day, daytime
joue *v.* to insult
joue *n.* dispute
jwe *v.* to play
~ **mab** *v.* to play marbles
~ **marèl** *v.* to play hopscotch
jwè *n.* player
jwenn *v.* to find
jwèt *n.* toy

K

k *see* **ki**
ka *n.* case, circumstance
ka *n.* quater, fourth
ka *see* **kapab**
kab *see* **kapab**
kabann *n.* bed
kabare *n.* tray, serving platter
kabiratè *n.* carburetor
kabrit *n.* goat
kach *n.* cash
kachiman *n.* custard apple
kadav *n.* corpse, cadaver
kadre *v.* to square up
kafè *n.* coffee
~ **olè** *n.* coffee with milk
kafou (kalfou) *n.* crossroads, junction
kaka *v.* to defecate
kaka *v.* to fail, to mess up
kaka *n.* excrement
kakarèl *n.* diarrhea
kalalou *n.* okra
kalbas *n.* calabash
kalbasik *n.* kind of edible calabash
kalbenday (kalbendaj) *n.* idleness
kalbende *v.* to waste time
kale *v.* to peel, to skin

kalfou see **kafou**

kalite (kalte) *n.* quality, kind, sort

kalke *v.* to calck, to copy exactly

kalkil *n.* arithmetic, reflection

kalkilasyon *n.* calculation

kalkilatri (kalkilatè) *n.* calculator

kalkile *v.* to calculate, to compute

kalm *adj.* calm, peaceful

kalma see **kalme**

kalman *adj.* sedative, tranquilizer

kalmason *n.* snail

kalme (kalma) *v.* to calm down

kalmi (akalmi) *n.* lull, slack period

kalson *n.* underware, brief

kamyon *n.* truck

kamyonèt *n.* pick-up truck, any small truck

kan *n.* side, clique, goal area

kan *n.* edge, narrow side

kanmenm (kanmèm) *adv.* in any case, anyway

kanpe *vtr.* to stand; *vintr.* to stop

~ **ankwa** *v.* to oppose strongly

kanadyen *n.* Canadian

kanadyèn *n.* female Canadian

kanape *n.* sofa, couch

kanaval *n.* carnival

kanè *n.* small notebook, report card

kanèl (kannèl) *n.* cinnamon

kann *n.* sugar cane

kanna (kana) *n.* duck

~ **a loranj** *n.* duck cooked with orange

kannèl see **kanèl**

kannòt *n.* canoe, any small boat

kansè *n.* cancer

kantite *n.* quantity, amount

kanson *n.* slacks, trousers

kap *n.* dandruff

kap *n.* cape

kap see **kapab**

kapab (ka, kab, kap) *v.* to be able to, can,

kapital *n.* capital

kapòt *n.* condom, rubber

Karayib *n.* Caribbean

karès *n.* caress

karese *v.* to caress

karyè *n.* career

kase *v.* to break

kasik *n.* cacique (Taino chief) in pre-columbian Haiti

kasika *n.* one of the five Taino kingdoms

kaskad *n.* cascade, waterfall

kaskèt *n.* cap, hat

~ **chinwa** puzzle, big problem

kaswòl (kastwòl) *n.* saucepan, cooking pot

kat *n.* card, map, playing card

~ **anbakeman** *n.* boarding pass

kat *adj.* four

katastwòf *n.* catastrophe, disaster

~ **natirèl** *n.* natural disaster

katedral *n.* cathedral

katpakat (katkat) *n.* four-wheel drive car

katolik *n.* catholic

katòz *adj.* fourteen

katriyèm *adj.* fourteen

katye *n.* neighbourhood

kawòt *n.* carrot

kawotchou *n.* rubber, tire

kawotik *n.* catholic

kay see **lakay**

kay *n.* house, hut

~ **bas** *n.* one story house

~ **balkon** *n.* two or more story house

~ **beton** *n.* cement house

~ **bwa** *n.* wooden-house

~ **chanmòt** *n.* two or more story house

~ **pay** *n.* thatched-roof house

~ **tè** *n.* mud-walled house

~ **tòl** *n.* tin-roofed house

kaye *n.* notebook, exercise book

kayimit *n.* star apple

kazwèl *adj.* shy, timid

ke (tche, tye) *n.* tail

kè (tchè, tyè) *n.* heart

kè *n.* choir

kèk (kèlke) *adj.* some, a few, several

kèlkeswa (kèlkelanswa) *adv.* whatever may be

kèmès *n.* afternoon dance

kenbe *v.* to hold

kenkay *n.* odds and ends

kenz *adj.* fifteen

kèp *n.* cup

kepi *n.* military cap

kès *n.* safe, cashbox, cashier's office

kès *n.* bass drum

kesye *n.* cashier

kesyon (kestyon) *n.*

question, subject, matter

keyi *v.* to pick, to harvest

ki *interr. adj.* used to form questions

Kiba *n.* Cuba

kibò *interr. adj.* where

kidonk *conj.* thus, therefore

kijan *interr. adj.* how

ki kote *interr. adj.* where

kilè *interr. adj.* when

kilès *interr. adj.* who

kilòt *n.* underpants, panties

kilti (lakilti) *n.* culture

kiltirèl *adj.* cultural

kiltirèlman *adv.* culturally

kiltive *v.* to cultivate, to grow

kimoun *interr. adj.* who

kin (king) *adj.* persistent, steady

kisa *interr. adj.* what
kite *v.* to leave, to resign, to let, to allow
kitèks (kitès) *n.* fingernail polish
kiyè *n.* spoon, spoonful
kizin *see kwizin*
kizinyè *see kwizinyè*
kizinyèz *see kwizinyèz*
kivèt *n.* basin
klaksòn (klaksonn) *n.* horn
klaksonnen *v.* to honk
klan *n.* clan
klarifye *v.* to clarify, to elucidate
klas *n.* class, finesse
klas *n.* class, classroom
klas *n.* social class
~ mwayèn *n.* middle class
~ sosyal *n.* social class
~ touris *n.* tourist class
klase *v.* to sort, to classify
klasik *adj.* classic, classical
kle *n.* key, bottle opener
klè *adj.* clear, bright
klèje *n.* clergy
klere *n.* to flash, to light up
kleren *n.* raw rum
klima *n.* climate
klimatik *adj.* climatic
klinik *n.* clinic
klipsè *n.* stapler
kliyan *n.* client, customer
klòch *n.* bell
kloròks *n.* chlorine
klòtch *n.* clutch
kloti *n.* closing, fence
~ an bwa wooden-fence
~ an mi cement wall fence
klou *n.* metal nail
klou *n.* pimple
kò *n.* body
kòb *n.* money
kòbiya (kòya) *n.* hearse
kochon *n.* pig, dirty person
Kodak *n.* camera
kodenn *n.* turkey
kòdonye *n.* shoemaker, shoe repairman

kòf *n.* chest, safe, coffer
kòfrefò *n.* safe, strong box
kòk *n.* cock, rooster
~ oven *n.* rooster in wine
koken *adj.* crooked, dishonest
kokennchenn (kokenn) *adj.* huge, enormous
kokobe *v.* to cripple, to oppress
kokobe *adj./n.* paralyzed, handicapped
Kòkot ak Figawo inseparable, Romeo and Juliet
kokoye *n.* coconut
kokoye ole *n.* young coconut
kolboso *adj.* dented
kole *v.* to glue
kolè *n.* rage, fury, anger
kolèj *n.* private secondary school
koloni (lakoloni) *n.* colony
kolye *n.* necklace
kòlgat *n.* toothpaste
kòm *conj.* since, because
kòman *see kouman*
kòmande (koumande) *v.* to command, to control
kòmann *n.* order
kòmans *see koumanse*
kòmansman *see koumansman*
komès (konmès) *n.* trade, commerce
komèsan (konmèsan) *n.* trader, merchant, seller
komèt *n.* comet
komèt (konmèt) *v.* to commit
komin *n.* comet
kominikasyon *n.* communication
kominike *v.* to communicate, to convey
kominike *n.* official announcement
kominote *n.* community

komisyon (konmisyon) *n.* commission
kòmkwa *conj.* as if, as though
kòmsadwa *adv.* correctly, properly
kòmsi *conj.* as if, as though
kòmsidire *conj.* it is like
kon *see kou*
kòn (konn) *n.* animal horn
konbèlann *n.* trick
konbistib *n.* combustible
konbyen (konben) *adv.* how much, how many
kondi (kondui) *v.* to drive
kondisyon *n.* condition
kondisyonèl *n.* conditionnal
kondoleyans *n.* condolences
kondòm *n.* condom
konesans (konnesans) *n.* knowledge
kònfleks *n.* cereal
kong *n.* conger eel
kongrè *n.* convention, meeting
konjonksyon *n.* conjunction
konkli *v.* to close, to end
konklizyon *n.* conclusion
konn *see konnen*
konn *v.* to be in the habit of doing something
konnen (konn) *v.* to know
konpa *n.* compass
konpa *n.* type of dance
konpare *v.* to compare
konparezon *n.* comparison
konpè (konnpè) *n.* brother
konplè (konplèt) *adj.* complete
konpleman *n.* complement
konpliman *n.* praise, congratulations
konplis *n.* accomplice
konplo *n.* conspiracy, plot
konplote *v.* to conspire, to plot
konprann *v.* to understand

konpreyansyon *n.*

comprehension

konsa *adv.* like this, like that**konsekans** *n.* consequence**konsèy** *n.* advice**konseye** *v.* to advise**konsila** *n.* consulate**konsòn** *n.* consonnant**konsonmen** *v.* to eat in restaurant**konstwi** *v.* to construct, to build**kont** *n.* tale, story**kont** *n.* account**kontab** *n.* accountant**kontabilite** *n.* accounting**kontan** *adj.* happy, content**kontinan** *n.* continent**kouchèt** *n.* diaper**kontinye** *v.* to continue**kontakte** *v.* to contact, to get in touch**kontinan** *n.* continent**kontravansyon** *n.* traffic ticket**kontribisyon** *n.* tax office**kontwòl** *n.* control**konvansyon** *n.* convention**konvèsasyon** *n.* conversation**kòporèl** *adj.* corporal, bodily**koral** *n.* choir**kòrèk** *adj.* correct**kòrèkteman** *adv.* correctly**koreksyon** *n.* correction**koresponn** *v.* to correspond**koronpi** *adj.* corrupted**kòs** *n.* gun butt**kòsaj (kòsay)** *n.* blouse**kosmetik** *adj.* cosmetic**kòsmòs** *n.* cosmos**kosmonot** *n.* cosmonaut**kosto** *adj.* strong, sturdy**kòtba** *n.* barcode**kote** *n.* side**kòtèj finèrè** *n.* funeral procession**kou** *n.* neck**kou (kon)** *adj.* as soon as**kou de baz** *n.* basic course**koud** *n.* elbow**koudèy** *n.* glimpse**koukou** *n.* owl**koulè** *n.* color**koulèv** *n.* snake**kouman (kòman)** *interr. adj.* how**koumanse (kòmanse)** *v.* to begin, to start**koumansman (kòmansman)** *n.*

beginning

kounye a (koulye a) *adv.* now**koup** *n.* couple**koup** *n.* calice**koup** *n.* cut**koupe** *v.* to cut**koupon** *n.* coupon**kouraj** *n.* courage**kouri** *v.* to run, to run away**kouri ale** *v.* to go, to run away**kouri antre** *v.* to run into, to go in**kouri desann** *v.* to run down**kouri soti** *v.* to run out**kouri tounen** *v.* to run back, to return**kouri vini** *v.* to come fast**kout** *adj.* short**koutba** *n.* dirty trick**koute** *v.* to listen to**koutiryè** *n.* female

dressmaker

kouto *n.* knife**koutye** *n.* broker, real estate agent**kouvrel** *n.* bed cover sheet**kouvri** *v.* to cover**kouzen** *n.* cousin**kouzin** *n.* female cousin**kowòdinasyon** *n.*

coordination

kowoperatif (koperativ)*n.* cooperative**kowosòl** *n.* soursoup**kòz (koz, lakoz, lakòz)** *n.* cause, reason**koze** *v.* to cause**koze** *v.* matter, affair**koze** *v.* to talk**koze** *n.* conversation, chat, talk**krab** *v.* crab**krabinen** *v.* to smash up**krache** *v.* to spit**krache** *n.* spit**kran** *n.* courage, guts**kranpon** *n.* spike, cleat**krapo** *n.* toad, frog**kraponnen** *v.* to take in, to deceive**kras (ti kras)** *n.* tiny bit, very little**kras** *n.* stinginess**kras** *adj.* cheap, stingy**kras** *n.* dirt**krasik** *adj.* cheap, stingy**kravat** *n.* tie**kraz (kò kraz)** *n.* extreme fatigue**kraze** *v.* to break, to crush**kredi** *n.* credit**krèm** *n.* cream, lotion**krèm alaglas** *n.* ice cream**krèm frèch** *n.* sour cream**krèm razaj** *n.* shaving cream**kremas** *n.* kind of cream

liqueur

kreten *n.* idiot, moron**kretin** *n.* female idiot, moron**kretyen** *n.* christian**kretyen vivan** *n.* human being**kreve** *v.* to puncture**kreve** *adj.* almost cooked**krevèt** *n.* shrimp**kreye** *v.* to create**Kreyòl** *n.* Creole**kreyon** *n.* pencil**kri** *adj.* raw, uncooked

kri *n.* cry, yell
kribich *n.* crayfish
kriminèl *n.* criminal
kriye *n.* to cry
kui *n.* leather
kuis (kwis) *n.* thigh
kwa *n.* cross
~kanpe ankwa to oppose,
 to pose an obstacle,
kwayans *n.* belief, faith
kwaze *v.* to cross
kwazyè *n.* cruise
kwè *v.* to believe
kwen *n.* corner
kwi (kui) *n.* calabash bowl
kwit (kuit) *adj.* cooked
kwit manje *v.* to cook
kwizin (kizin) *n.* kitchen
kwizinyè (kizinyè) *n.* cook
kwizinyèz (kizinyèz) *n.*
 female cook
kwoke *v.* to hang up
kwonoloji *n.* chronology
kwonolojik *adj.*
 chronological
kwonolojikman *adj.*
 chronologically
kwòt *adj.* kinky hair

L

l see **li**
la *n.* lard, bacon
la (a) *n.* art
la *n.* A note in music
la (a, an, lan, nan) *def. art.* the
la *adv.* there, here
laba *adv.* there, over there
labèlte see **bèlte**
Labib see **Bib**
labou *n.* mud
Laboujwazi (boujwazi) *n.*
 upper class
labouyi *n.* porridge, hot
 cereal
labouyi bannann *n.*
 plantain porridge
lachs (chas) *n.* hunt,
 hunting
Lachin (Chin) *n.* China

ladan *adv.* inside, within
ladan *prep.* among
ladwàn (dwàn) *n.* customs
Lafrans (frans) *n.* France
Lafrik (Afrik) *n.* Africa
lafyèw *n.* fever
lage *v.* to let go, to release
lagè (gè) *n.* war
lagrèl (grèl) *n.* hailstone
lagrip see **grip**
laj (aj) *n.* age
lajan *n.* money
lajè *n.* width
lajistis see **jistis** *n.* justice
lajounen see **jounen**
lak *n.* lake
lakansyèl *n.* rainbow
lakay *n.* at home
lakay *prep.* at home
lakòz see **kòz**
lakou *n.* death
lakrè (krè) *n.* chalk
lalav see **lav**
lalin (lin) *n.* moon
lalwa (lwa) *n.* law
lam see **lanm**
lam razwa *n.* razor blade
lamàn (màn) *n.* manna
lame (ame) *n.* army
lamè see **lanmè**
lamedsin see **medsin**
lamen see **lanmen**
Lamerik (Amerik) *n.*
 America
lamès (mès) *n.* mass
lamizè (mizè) *n.* misery
lamòd see **mòd**
lanbi *n.* conch
lane (ane, lanne) *n.* year
lang *n.* tongue, language
langous *n.* spiny lobster
lanèj (nèj) *n.* snow
lanm (lam) *n.* wave
lanmè (lamè) *n.* sea
lanmen (lamen) *n.*
 handshake
lanmò *n.* death
lanmou (lamou) *n.* love
lannuit (nuit, lannwit) *n.*
 night

lantèman (antèman) *n.*
 funeral
lapèch (pèch) *n.* fishing
lapen *n.* rabbit
lapèn (lapenn) *n.* sorrow,
 grief
**laplèn (laplenn, plèn,
 plenn)** *n.* plain, fatland
lapli *n.* Rain
lapolis (polis) *n.* police
laprès (près) *n.* press,
 media
lapriyè (priyè) *n.* prayer
**laptitbouch (fè
 laptitbouch)** *v.* to eat like a
 bird
laptòp *n.* laptop
lapwòpte (lapwòptay) *n.*
 cleanliness
laraj (laray, raj, ray,) *n.*
 rabies
larelijyon (relijyon) *n.*
 religion
laravin (ravin) *n.* ravine
larezon (rezon) *n.* reason
lareyalite (reyalite) *n.*
 reality
lari (ri) *n.* reason
larichès (richès) *n.* wealth
larim (rim) *n.* snot, mucus
larivyè (rivyè) *n.* river
lasante (sante) *n.* health
lase *n.* to lace up
lasenmenn see **semenn**
lav (lalav) *n.* lava
lavalas *n.* deluge, torrential
 rain
lavalè see **valè**
lave *n.* to wash
laverite (verite) *n.* truth
lavi (vi) *n.* life, existence
laviktwa (viktwa) *n.*
 victory, triumph
lavi (vil) *n.* city, town
lavni (avni) *n.* future
lavalonte see **volonte**
lavwa see **vwa**
lawout (wout) *n.* road,
 route, way
lay *n.* garlic

lè see è

~ **konsa** at that time

lechwa (chwa) *n.* choice

lèd *adj.* ugly

ledikasyon (edikasyon) *n.* education

legim *n.* vegetable

legliz *n.* church

Legba *n.* male vodou spirit

lejè *adj.* light

lekòl *n.* school, school building

~ **fondamantal** *n.* primary and secondary school

~ **primè** *n.* primary school

~ **pwofesyonèl** *n.*

professional school

~ **segondè** *n.* secondary school

lektè *n.* reader

lekti *n.* reading

lektora *n.* audience, readership

leman (eman) *n.* magnet

lèmaten (lematen) *adv.* in the morning

lèmò (mò) *n.* dead

lemonn (monn) *n.* world

Lend *n.* India

lendepandans

(endepandans) *n.*

independence

lendi *n.* Monday

lengwistik *n.* linguistics

lentansyon (entansyon) *n.* intention

lenstriksyon

(enstriksyon) *n.*

instruction

lepèp (pèp) *n.* people

lespri *see* **espri**

leson *n.* lesson

lestomak *see* **estomak**

lèt *n.* milk

~ **pasteurize** *n.* pasteurized milk

lèt *n.* letter

~ **aplikasyon** *n.* application letter

leta (eta) *n.* state, nation, government officials

lete (ete) *n.* summer

leti *n.* lettuce

letoudimonn *n.* around-the-world trip

leve *vtr.* to raise, lift up; *invtr.* to wake up, to stand up

leve mi *v.* to make a wall

levye *n.* lever, gearshift

lewòp *see* **Ewòp**

lezanj *see* **zanj**

lèzòm *see* **lòm**

li *v.* to read

li (l, ni) *pron.* he, she, it, ; (to) him, her, it; his, her, its

lib *adj.* free

lib *adv.* freely

libreri *n.* bookstore

lide *see* **ide**

lijyèn *see* **ijyèn**

likid *n.* liquid

likidasyon *n.* liquidation, clearance sale

limen *v.* to light, to turn on

limenna (limena) *n.*

woman of easy virtue

limyè *n.* light

limonad *n.* lemonade

limyè vèt *n.* green light

limyè wouj *n.* red light

lindemyèl *n.* honeymoon

linèt *n.* glasses

~ **solèy** *n.* sun glasses

lis *adj.* smooth

lis *n.* list, roll

lisans *n.* licence, permit

listwa *see* **istwa**

lit *n.* liter

literati *n.* literature

~ **fransè** *n.* french literature

~ **konpare** *n.* comparative literature

literè *adj.* literary

liv *n.* book

live *see* **ivè**

liy (laliy) *n.* line, cord

lo *n.* group, batch, pile

lò *n.* gold

lòd (lèzòd, òd, zòd) *n.* order

lodyans (odyans) *n.* funny story

lojik *adj.* logic, logical

lojik *n.* logic

lojikman *adj.* logically

lokal *n.* local, place

lòm (lèzòm) *n.* man,

human, mankind

lonbraj (lonbray) *n.* shade

lonbrèl (onbrèl) *n.*

parasol, umbrella

lonbrik (lonbrit) *n.* navil,

omblical cord

lonè *see* **onè**

long *adj.* long, slow

longè *n.* length

lonn (lòn) *n.* aune

lonje *v.* to extend, to

lengthen

lonje *v.* to reach out; to

hold out

lonje *vintr.* to lie down

lontan *adv.* from long ago, formerly

lopinyon *see* **opinyon**

lopital *n.* hospital

loray (loraj) *n.* thunder

Loseyani *n.* Ocenia

losyon *n.* lotion, cologne, perfume

lòt *adj.* other, else

lòtbò *adj.* foreign

lòtbò dlo *n.* abroad,

overseas

lòtbò *adv.* over there

loto *n.* loto

lou *adj.* heavy

louvri (ouvri, ouvè) *v.* to open

louvri (ouvri, ouvè) *adj.* open

lozanj *n.* lozenge

luil (lwil) *n.* oil

lwa *see* **lalwa**

lwanj (louwanj) *n.* praise

lwaye (lweyaj, lweyay) *n.*

monthly rent

lwazi *n.* recreation

lwen *adv.* far, far away
lwès (wès) *n.* west
lweyaj see **lwaye**
lwil see **luil**

M

m see **mwen**
ma *n.* mast, pole
ma *n.* puddle, pond, residue
ma *n.* residue, sediment
mab *n.* marble
machande *v.* to bargain, to haggle
machandiz *n.* merchandise, goods
machann *n.* merchant, vendor
mache *n.* market
mache *v.* to walk
mache *v.* to chew
bon ~ *adj.* cheap
machè *n.* my dear
machin *n.* car
 ~ **a koud** *n.* sewing machine
 ~ **a lave** *n.* washing machine
 ~ **a levye** *n.* manual transmission car
 ~ **a seche** *n.* dryer
 ~ **de kous** *n.* race car
 ~ **de pòt** *n.* two-door car
 ~ **otomatik** *n.* automatic transmission car
machwè (machwa) *n.* jaw
madan *n.* Mrs.
madanm (madam) *n.* wife, woman
madi *n.* Tuesday
madigra *n.* Mardi Gras
madmwazèl *n.* Ms., young lady
madmwazèl *n.* female primary school teacher
madre *adj.* clever
magarin *n.* margarine
magazen *n.* store
magi *n.* soup cube
maj *n.* margin, border, edge
majè *adj.* greater, major; of age

maji *n.* magic
maji blan *n.* white magic
maji nwa *n.* black magic
mak *n.* mark, scar, spot
make *v.* to mark; to leave a mark
make *v.* to score
makè *n.* marking pen
makèt *n.* market
maketing *n.* marketing
makònne *v.* to tie together
makònne *adj.* tied to, attached to
mal *adj.* bad
mal *n.* bad, evil, harm
mal *n.* ache, pain
 ~ **do** *n.* backache
 ~ **gòj** *n.* sore throat
 ~ **tèt** *n.* headache, migraine
 ~ **vant** *n.* stomach ache
malad *adj.* sick, ill
maladi *n.* sickness, illness
malandren *n.* man without scruples
malanga *n.* taro, malanga
malè *n.* misfortune, bad luck
malere *n.* poor
malfèktè *n.* lawbreaker, evildoer
malfezan *n.* villain, wrongdoer
malfini *n.* hawk
malfouti *adj.* badly dressed
malfwendeng *n.* rascal, scoundrel
malgre *n.* despite, in spite of
malmachwa (malmouton) *n.* lockjaw
malmakak *n.* hangover
malman *adv.* not so well
malmanje *adj.* malnourished
malmennen *v.* to mistreat, to abuse
malpwòp *adj.* messy, dirty, unclean
malpwòpte *n.* filth, dirt

malsen *adj.* unhealthy
malsite *n.* misery
malswen *n.* bad looking person
mamit *n.* pot, tin, can
manba *n.* peanut butter
manbo *n.* female vodou priest
manbràn *n.* membrane
manch *n.* handle, sleeve
manch pilon *n.* pestle
mandarin *n.* tangerine
mang *n.* white mangrove tree
mango *n.* mango
manifestan *n.* demonstrator, protester
manifeste *v.* to protest, to manifest
manipile *v.* to manipulate
manje *v.* to eat
manje *n.* food
mank *n.* shortage, lack, deficiency
mànken (mannken) *n.* fashion model
manm *n.* member
manman *n.* mother
manmzèl *n.* woman, lady
manmi *n.* mom, mommy
manti (mantò) *v.* to lie
manti (mantò) *n.* lie
manto *n.* coat
manton *n.* chin
manyen *v.* to touch, to feel
manyòk *n.* manioc
manzè *n.* miss
marabou *n.* Black Haitian woman with white features
mare *v.* to attach, to secure
maren *n.* marine, sailor, seaman
marenn *n.* godmother
mari *n.* husband
mariwana *n.* marijuana
maryaj *n.* wedding
marye *v.* to marry
mas *n.* mass
mas pèp *n.* the masses, people

- masisi (sisi)** *n.* male homosexual
maskilen *n.* masculine
mason *n.* mason
matant *n.* aunt
match *n.* matach, game
matche *v.* to match, to be similar
matematik *n.* to mathematic
maten *n.* morning
materyèl *n.* material, supply
~ eskòlè *n.* school supplies
matiniken *n.* Martinican
matinikèn *n.* female Martinican
matla *n.* mattress
matlo *n.* sailor, seaman
matlòt *n.* co-wife
matlotay *n.* common law marriage
mato *n.* hammer
matris *n.* womb, uterus
matyè *n.* matter, discharge
mawon *adj.* savage, wild
mawon *adj.* brown
mayestwo *n.* maestro
mayi *n.* corn
mayi moulen *n.* cornmeal
mayitid *n.* magnitude
mayo *n.* t-shirt
mazan *adj.* devoted to magic
mazou *n.* fuel oil
me *n.* May
mèb *n.* furniture
meble *v.* to furnish
mechan *adj.* bad, mean, cruel
medikaman *n.* medicine
medsen *n.* doctor, physician
medsin (lamedsin) *n.* medicine
mèg *adj.* skinny
mekanik *n.* mechanic
mekanisyen *n.* mechanic
mèkredi *n.* Wednesday
melon *n.* melon
men *n.* hand, handful
men *conj.* but
meni *n.* menu
menm *adj.* same, identical
menm *adv.* even
menm jan *adv.* same as
mennaj *n.* boyfriend, girlfriend
mennen *n.* to take, to lead
mens *adj.* slim, thin
mesye (msye, misye, mouche) *n.* sir, mister
mès (lamès) *n.* mass
mèt *v.* to be allowed, may can
mèt *n.* master, expert
mèt *n.* tape measure, meter
mete (met) *v.* to put, to insert
~ sou pye *v.* to establish, to organize
metriz *n.* mastery, master's degree
meteyoloji *n.* meteorology
metwo *n.* subway
metwopoliten (metwopolitèn) *adj.* metropolitan
metye *n.* occupation, profession
~ teknik *n.* technical occupation
mezanmi *interj.* wow! man!
mezi *n.* measurement
mezire *v.* to measure
mi *n.* wall
mi *adj.* ripe
mi *n.* note E in music
midi *n.* noon, midday
mikalaw see fè
mikwòb *n.* germ, microbe
mil *n.* thousand
milat *n.* mulatto man
milatrès *n.* mulatto woman
milèt *n.* mule
militon *n.* chayote squash
multipliyè *v.* to multiply
milya *n.* billion
milyon *n.* million
milyonè *n.* millionaire
mimi *n.* cat, thief
minis *n.* government minister
minit *n.* minute
minui *n.* midnight
miskad *n.* nutmeg
mizik *n.* music
mizikal *n.* musical
mizilman *n.* muslim
mo *n.* word
mò see lèmò
mòd (lamòd) *n.* fashion
modèn *adj.* modern
mòd enperatif *n.* imperative mood
mòd endikatif *n.* indicative mood
mòd kondisyonèl *n.* conditional mood
moman *n.* moment
mòmòn *n.* mormon
mon *n.* mount
mòn *n.* mountain
monchè *n.* my friend
mondyal *adj.* worldwide
moniman *n.* monument
monn see lemonn
monnen *n.* change
monopòl *n.* monopole
monte (moute) *v.* to lift, to raise
monte (moute) *v.* to erect, to set up
moso *n.* piece, part
mòtye *n.* mortar
moto (motosiklèt) *n.* motorcycle
montre *v.* to show, to indicate
mou *adj.* soft, tender
mouch *n.* fly
moul *n.* mussel
moulen *v.* to mill, to grind, to chew
moun *n.* person, individual
mouri *v.* to die
mouton *n.* sheep, mutton
mouvman *n.* movement
move *v.* to get angry

move *adj.* bad, wrong
mwa *n.* month
mwayen *adj.* average, ordinary
mwen (m) *pron.* I, me, my
mwen (mwenn) *prep.* to until, before the time
mwens (mwenn) *prep.* minus, less, the least
myèl *n.* bee

N

n see nou
naje *v.* to swim
nan see la
nan (lan) *prep.* in, into, by, at, on
~ bòl grès see bòl
~ kwen *prep.* in/at the corner
nan mitan *prep.* in the middle
nanm *n.* soul, spirit
nannan *n.* interior, inner part, core
nanpwen *adv.* there is/are none
nap *n.* tablecloth
nasyon *n.* nation
nasyonal *n.* national
nasyonalite *n.* nationality
nat *n.* sleeping mat
natasyon *n.* swimming
natirèl *adj.* natural, normal
natirèlman *adv.* naturally
nechèl *n.* ladder
nè *n.* nerve
nèf *adj.* new
nèf *adj.* nine
nèg *n.* black man
negatif *n.* negative
negrès *n.* black woman
nèj *n.* snow
nen *n.* nose
nennenn *n.* godmother
nenpòt *adj.* any (one, thing)
nesesè *adj.* necessary
nesesite *n.* necessity
nèt *adv.* completely, absolutely

netwaye *v.* to clean
neve *n.* nephew
Nijerya *n.* Nigeria
nimewo *n.* number
nivo *n.* level
nò (lenò) *n.* north
nòmàl *n.* normal, natural
non *interj.* used to reinforced negation
non *adv.* no, not
non *n.* name
non *n.* noun
nonm *n.* number
nonm *n.* man, guy
nonpli (nonplis) *adv.* either, neither
nòt *n.* restaurant bill, check
nòt *n.* short written message, school grade
nòt *n.* note in music
nou (n) *pro.* we, (to) us
nouvèl *n.* news
nouvo *adj.* new
novanm *n.* November
nuit (lanwit, lannuit, nuit) *n.* night
nwa (nwè) *adj.* black, dark
nwa *n.* black person
Nwèl *n.* Christmas
nyaj (nwaj) *n.* cloud
nye *vtr.* to repudiate; *vintr.* to deny
nyè (nyèz) *adj.* silly, foolish
nyès *n.* neice

O

o *prep.* in (the), at (the), to (the), with (the)
o *interj.* hey
ò see lò
obeyi *vtr.* to obey
obligasyon *n.* obligation
oblige (blijè) *vtr.* to force; *invtr.* to have to
odè (lodè) *n.* odor
òdè *n.* hors-d'oeuvres, appetizer
òdinatè *n.* computer
odyans see lodyans
ofisyèl *adj.* official
ofri *v.* to offer
ògàn *n.* organ
òganizasyon *n.* organization
òganize *v.* to organize
oke *interj.* okay
okenn *ind. art.* not any
okenn *ind. pron.* not one, none
okipe *v.* to take care of
okontrè *conj.* on/to the contrary
oktòb *n.* October
olye *conj.* instead of, rather than
omisid *n.* homicide
omlèt (onmlèt) *n.* omelette
omwen (omwens) *adv.* at least
onè (lonè) *n.* honor
onè (lonè) *interj.* anybody home?
onèt (onèt) *adj.* honest
onz *n.* eleven
opalè *n.* loud speaker
operasyon *n.* operation, surgery
opinyon (lopinyon) *n.* opinion
opòm *adv.* with apple
oprese *v.* to oppress
opresyon *n.* oppression
oprime *v.* to oppress
oranj *n.* orange
orè *n.* schedule
orevwa *interj.* good-bye
Oseyani see Loseyani
osito (sito) *conj.* as soon as
ositou *conj.* thus
ositwon *adv.* with lime
oslè *n.* knucklebones game
osmoz *n.* osmosis
osnon (osinon) *conj.* or, otherwise, or else
oswa (swa) *conj.* or, otherwise, or else
otan *conj.* as much as
otan *interj.* halt!, stop it!
otèl *n.* hotel
otèsdelè *n.* flight attendant

otobis *n.* bus
òtògraf *n.* orthography, spelling
otòn (lotòn) *n.* autumn, fall
otopsi (lotopsi) *n.* autopsy
otorite (lоторite) *n.* authority, power
otorizasyon (lоторizasyon) *n.* authorization
otowout (lotowout) *n.* freeway, expressway
otrefwa *adv.* in the past, formerly
ou (w) *pron.* you, to you, your
ou *conj.* or
oubyen *conj.* or
oungan (ougan, wougan) *n.* vodou priest
out (dawou, dawout) *n.* August
ouvè *see* **louvri**
ouvèti *n.* opening, hole
ouvrab *adj.* working
ouvraj *n.* book, written work
ouvrebwat *n.* can opener
ouvri *see* **louvri**
ouvriye *n.* workman, worker

P

p *see* **ap**
pa (p) *adv.* not
pa *prep.* by, per
pa *n.* share, portion, part
padesi (padsì) *n.* raincoat, overcoat
padon *n.* pardon, apology
padon *interj.* clear out!
pafwa *adv.* sometimes, from time to time
paj *n.* page
pake *v.* to park
pakèt *n.* package, bundle, packet
pakèt *adv.* a lot of
pakin *n.* parking
pako *see* **poko**

pale *v.* to speak, to talk, to chat
paloud *n.* clam
palto *n.* jacket, suitcoat
pami *prep.* between, among
pan *n.* peacock
pàn *n.* breakbown
an~ *v.* to break down
pandan *prep.* during, for
pandan *conj.* while, when
pankreyas *n.* pancreas
panmpèz *n.* peacock
pann *v.* to hang (up, down)
panno *n.* wall, bulletin board
pano siyalizasyon *n.* traffic sign
panse *v.* to think
panse *n.* though, idea
panse *v.* to bandage
pant *n.* slope
pantalèt *n.* panties, briefs
pantalon *n.* pants, trousers
panyen (pànye) *n.* basket, nesting box
Panyòl *see* **Espayòl**
papa *adj.* huge, enormous
papa *n.* father, dad
papay *n.* papaya
papi *n.* daddy
papye *n.* paper, legal document
paran *n.* parent, relative
parantèz *n.* parenthesis
parapli *n.* umbrella
pare *v.* to get ready, to prepare
pare (pre, prè) *adj.* ready
parenn *n.* godfather
parès *n.* laziness
parese *adj.* lazy
parèt *v.* to appear
parèy *adj.* equal, same
parèy *adv.* just the same
pas *n.* permit
pasaje *n.* passenger
pase *v.* to give, to hand over
pase *adj.* last, past
pase *n.* past tense
pase *v.* to iron

~ rad *v.* to iron cloth
paske (pase, paseke) *conj.* because
paspò *n.* passport
pastan *n.* pastime, hobby
pastè *n.* pastor
pasterize *v.* to pasteurize
paswa *n.* strainer
pasyan *n.* patient
pasyan *adj.* patient
pasyans *n.* patience
pasyante *v.* to wait
pasyon *n.* passion
pasyone (pasyonnen) *v.* to be passionate
pat (lapat) *n.* paw
pat *n.* paste, toothpaste
~ dantifris *see* **dantifris**
pataj *n.* sharing
pataje *v.* to share, to divide
patat *n.* sweet potato
patedfwa *n.* paté de foie
pati *vtr.* to leave, to go away; *vintr.* to start
patisipasyon *n.* participation
patisipe *v.* to participate
patisri *n.* pastry
patizan *n.* supporter, partisan
patko *see* **potko**
patnè *n.* colleague, partner
patou (toupatou) *adv.* all around, everywhere
patrimwàn *n.* patrimony, heritage
patri (lapatri) *n.* homeland, fatherland
patriyòt *n./adj.* patriot
patwon *n.* boss, employer
pay *n.* straw, dry combustible
pe *v.* to be able to
pe *v.* to be quiet, to shut up
pè (lapè) *n.* peace
pè *adj.* afraid, scared
pè *adj.* even number
pè *n.* pair, couple
pè *n.* priest
pèch *see* **lapèch**

pèch *n.* peach
peche *vtr.* to fish; *vintr.* to sin
peche *n.* sin, fault
pechè *n.* sinner; fisherman
pedagòg *n.* pedagogue
pedagoji *n.* pedagogy
pedan *adj.* pedantic
pèdan *n.* looser
pèdi *vtr.* to lose, *vintr.* to be lost
 ~ **lavi** *v.* to lose one's life, to die
pekto (pektowo) *n.* pectoral muscles
pèl *n.* shovel, spade
pèmèt (penmèt) *v.* to let, to permit
pèmèt (penmèt) *n.* insolence, impertinence
pen *n.* bread
 ~ **patat** *n.* sweet potato
 bread
pen *n.* pine tree
pèn see lapèn
penetre *v.* to penetrate, to enter
peng *adj.* cheap, stingy
peni *n.* penis
pens *n.* pliers, pincers
 ~ **grip** *n.* locking vise-grip pliers
pense *v.* to pinch
penso *n.* paintbrush
pent *n.* painter
pentad *n.* guinea hen
penti *n.* painting
pentire *v.* to paint
peny *n.* comb
penyen *v.* to comb
pèp see lepèp
peri *v.* to perish
peristil *n.* vodou temple
peryòd *n.* period
pèsekite *v.* to persecute
pèsi *n.* parsley
pèsonn (pèsòn) *n.* person
pèsonn (pèsòn) *indef. pron.* no one, nobody

pèsonèl *adj.* personal, individualistic
pèsonèlman *adv.* personally
pèt *n.* loss, deficit
 ~ **biyodivèsite** *n.* biodiversity loss
pèmi *n.* permit
pèmi kondwi *n.* driver licence
pete *v.* to burst out, to break
pete *v.* to fart
 ~ **goumen** *v.* to start fighting
pete kouri *v.* to start running
pete kriye *v.* to start crying
pete ri *v.* to start laughing
petèt *adv.* maybe, perhaps
peye *v.* to pay
peyi *n.* country, nation, land
peyi *adj.* domestic, local
Peyiba *n.* Netherlands,
peyizaj *n.* scenery, landscape
peyizan *n.* peasant
peze *v.* to weigh
peze *v.* to press
pi *adj.* pure
pi (pui, pwi) *n.* well
pi (pli) *adv.* more, most, the most
piblik *adj.* public
piblisite *n.* publicity, commercial
pifò *n.* most
piga see pinga
pike *v.* to sting, to bite
pike *v.* to stab, to stick
piki *n.* insect bite, shot, injection
pikliz *n.* spicy pickled carrots and cabbage
piknik *n.* picnic
pil *n.* pile, heap, stack
pile *v.* to crush, to pound
pilon *n.* mortar
pilòt *n.* pilot
pilote *v.* to pilot

pilye *n.* pillar
piman *n.* hot pepper
pinga (piga) *v.* to watch out for
pinga (piga) *n.* warning
pingpong *n.* ping-pong
pini *v.* to punish
pinisyon *n.* punishment
pipi *n.* urine, pee
pipi *v.* to urinate, to pee
piston *n.* piston
pita *adv.* later
piti *adj.* small, little, thin
pitimi *n.* millet
pitit *n.* child
pitit fi *n.* son
pitit gason *n.* daughter
pitit pitit *n.* grandchild
pito *adj.* rather, preferably
pisin *n.* pool
piyay (piyaj) *n.* very cheap
piyay (piyaj) *n.* pillage
piye *v.* to plunder
pla see plat
pla *n.* serving dish, dish, course
 ~ **prensipal** *n.* main course
plafon *n.* roof
plaj (laplaj) *n.* beach
plak *n.* plaque, license plate
plaka *n.* closet
plan *n.* plan, program, outline
plàn *n.* pawnshop
planch *n.* board, plank
planchèt *n.* ironing board
planèt *n.* planet
planifye *v.* to plan, to organize
plant *n.* plant, flora
plante *v.* to plant
plas *n.* location, place
plasadam *n.* town square
plase *v.* to place
plat (pla) *adj.* vile, despicable
plat (pla) *adj.* flat
plat (pla) *n.* plate, platter
 ~ **manje** *n.* plateful, plate of food

plati *v.* to flatten
plato *n.* platter
plen *adj.* full of
plen *v.* to fill
plèn see **laplèn**
plèn (plenn) *v.* to impregnate
plenn *v.* to moan, to groan
plenyen *v.* to complain
plezante *v.* to kid, to joke
plezi *n.* pleasure, amusement
pli *n.* wrinkle
plim *n.* feather, pen
plim je *n.* eyelash
pliryèl *n./adj.* plural
plis *adv.* more, plus, beyond
plis *adv.* the most
plis *conj.* plus
pliske *conj.* since
plizyè *adj.* may, some, several
plizyè *ind. pron.* several, some
plòg *n.* plug, sucker, electric outlet
ploge *v.* to plug in, to connect
plon *n.* lead metal, bullet
plonbye *n.* plumber
plonje *vtr.* to dip, to immerse, *vintr.* to dive
po *n.* leather
po *n.* skin, epidermis, leather
~ bouch *n.* lip
po (pòt) *n.* pitcher, pot, jug
pò *n.* port, harbor, wharf
pò *n.* pore
pòch *n.* pocket
pòdjab (pòdyab) *adv.* unfortunately
pòdjab (pòdyab) *interj.* poor guy!
poflè *n.* flower pot
poko (pako) *adv.* not yet, still not
polis see **lapolis**
polisye *n.* police officer
polisyon *n.* pollution

politik (lapolitik) *n.* politics, social skills
politik *adj.* political
politisyen *n.* politician
pòm (ponm) *n.* apple
pomdetè (ponmdetè) *n.* potato
pon *n.* bridge
ponn *v.* to lay eggs
ponp *n.* pump
ponpe *v.* to pump up/out
ponp finèb *n.* funeral home
ponp gazolin *n.* gas station
ponyèt (pwayè) *n.* wrist
popilasyon *n.* population
popilè *adj.* popular
popyè (po je) *n.* eyelid
posesif *adj.* possessive
postè *n.* poster
pòt *n.* door
pote (pot) *v.* to carry, to wear
~ ale *v.* to carry away/off
~ bay *v.* to bring to, to take to
~ tounen *v.* to return, to take back
~ vini *v.* to bring
Pòtoprens *n.* Port-au-Prince
pòtre *n.* portrait, replica, same
pòtre *conj.* like as
pou *adj.* louse
pou *conj.* in order to, so that
pou *prep.* for, for the benefit of
poubèl *n.* garbage
poubwa *n.* tip, gratuity
pouch *n.* financial aid
poud *n.* powder
poukisa (pouki) *adv.* why
pou kont (poukont) *n.* alone, by one's self, for one's own benefit
poul *n.* chicken, hen, fowl
poul *n.* pulse
poulaye *n.* chicken coop, hen house

poulè *n.* chicken
poulèt *n.* pullet, young chicken, young girl
poumon *n.* lung
poupou *n.* excrement, stool, shit
poupou *v.* to defecate, to shit
pouri *v.* to corrupt
pouri *adj.* rotted, spoiled
pous (lepous) *n.* thumb, inch
pousan *n.* percent, percentage
pousantaj *n.* percentage
pouse *v.* to push
poutan *adv.* however
poutèt *conj.* because, since
pòv *adj.* poor
pòv *n.* poor person
powèm *n.* poem
powezi (pwezi) *n.* poetry
pòy *n.* equal, match
pòz *n.* pause, break, attitude
pozisyon *n.* position
poze *v.* to place, to put, to set
poze *v.* to pose
poze (repoze) *v.* to rest, to take a break
poze *adj.* at ease, calm
pozisyon *n.* place, spot
pozisyon *v.* to locate, to indicate position
pozitif *adj.* positive
prale (pral, pwal, pwale) *vmkr.* expressing future
pran *v.* to start to, to begin to
pran *v.* to take, to get
pratik *n.* regular customer, client
pratik *adj.* practical, handy
pratike *v.* to practice
pre see **pare**
pre (toupres) *adv.* close, near, nearby
prèch *v.* sermon, preaching

preche *v.* to preach
predi *v.* to predict, to foresee
predika *n.* predicate
prefè *n.* regular
prefè disiplin *n.* chief of discipline, assistant principal
preferab *adj.* preferred, favorite
preferans *n.* preference, choice
prefere *v.* to prefer
prejije *n.* prejudice, discrimination
prekosyon *n.* precaution, prudence
premye (premyè) *adj.* first
prensip *n.* principle, guidelines
prensipal *adj.* main
prentan *n.* spring
preparasyon *n.* preparation
prepare *v.* to prepare
prepozisyon *n.* preposition
près *see* **laprès**
prese *v.* to hurry, to rush
prese *adj.* in a hurry, rushed
presi *adj.* exact, precise
presizyon *n.* precision
prèske *adv.* almost, nearly, about
preskolè *adj.* preschool
preskri *v.* to prescribe
preskripsyon *n.* prescription
prestasyon *n.* performance
presyon *n.* pressure
prete *v.* to lend, to borrow
prèv *n.* proof, evidence
prevansyon *n.* prevention
prevni *v.* to notify in advance
prevwa *v.* to foresee
prezan *adj.* present, in attendance

prezan *n.* the present moment
prezans *n.* presence
prezante *v.* to introduce, to present
prezidan *n.* president, chairperson
pri *n.* price
prive *adj.* private
prive *v.* to deprive
privilèj *n.* privilege
priye *v.* to pray
priyè (lapriyè) *n.* prayer
prizon *n.* prison, jail
pwa *n.* weight
pwa *n.* pea, bean
~ sèch *n.* dry beans
~ vèt *n.* green peas
pwale *see* **prale**
pwason (pweson) *n.* fish
pwasonri *n.* fish store
pwatann *n.* green beans
pwatrin *n.* chest
pwav *n.* black pepper
pwazon *n.* poison
pwen *n.* point, dot
pwen *n.* fist
pwent *n.* point, tip, end
pwoblèm *n.* problem, trouble
pwochen (pwochenn) *adj.* next, nearest
pwodwi (pwodui) *v.* to produce, to generate
pwodwi (pwodui) *n.* product
~ alimantè *n.* foodstuffs
~ letye *n.* dairy products
pwodwidbote *n.* cosmetics
pwofàn *n.* layperson
pwofese *n.* to profess
pwofesè *n.* professor, teacher
pwofesyon *n.* profession, occupation
pwofesyon liberal *n.* white-collar profession
pwofesyonèl *n.* professional

pwofite *v.* to make the most out
pwofitè *n.* opportunist, exploiter
pwogram *n.* program
~ enfòmàtik *n.* software, computer program
pwojè *n.* project
pwojektè *n.* projector
pwoletè *n.* proletarian
pwonon *n.* pronoun
~ pèsònèl *n.* personal pronoun
pwomennen (pwomne) *v.* to go for a walk
pwononse *v.* to pronounce
pwòp *adj.* clean
pwopoze *v.* to propose, to offer
pwopozisyon *n.* proposition
pwopriyetè *n.* landlord, owner
pwòptay (pwòptay, pwòpte) *n.* cleaning
pwoteje *v.* to protect
pwoteksyon *v.* to protection
pwotestan *n.* protestant
pwovèb *n.* proverb
pwovizyon *n.* groceries, supplies
~ alimantè *n.* groceries
pwovens *n.* province
pwovoke *v.* to provoke, to incite
pye *n.* foot
pyè *n.* stone, rock
pyebwa *n.* tree
pyès *adv.* not at all, no, none
pyès *adj.* huge, enormous
pyès *n.* play, drama
pyès *n.* coin
pyès *n.* part, piece, component
pyès *n.* room
~ kay *n.* room of a house
~ machin *n.* auto parts
pyeton *n.* pedestrian

R

ra *adj.* rare, scarce
ra (raz) *adj.* close to, near
rabè *n.* discount, reduction
rabese *v.* to denigrate, to humiliate
rache *v.* to tear off, to chop, to cut
rad *n.* clothes
radi *adj.* insolent
radòt *n.* nonsense
radote *v.* to talk nonsense
radotè *n.* jabberer, , babbler
radyatè *n.* radiator
radio (radjo) *n.* radio, radio station
radyografi *n.* x-ray
raj *see* **laraj**
rak *n.* woods
rakonte *v.* to tell, to narrate
rakousi *n.* shortcut
ralanti *v.* to slow down
ralantisman *n.* slowing down
rale *v.* to pull
rale *v.* to inhale
rale *v.* to crawl
rale monte *v.* to climb
ran *n.* row, line
~ sosyal *n.* social status
ranblè *n.* fill, landfill
ranch *n.* ranch
randevou *n.* appointment, date
ranje *v.* to arrange, to put in order
rankont *n.* meeting, encounter
rankontre *v.* to meet
rann *v.* to give back
rapid *adj.* fast
rapid *adv.* rapidly
rapidman *adv.* rapidly
ranplase *v.* to replace
ranplasman *n.* replacement
ranpli *v.* to fill

rans *n.* nonsense, stupid gossip
ranse (tyanse) *v.* to joke, to act silly
rantre *see* **larantre**
ranseye *v.* to inform
ransèyman *n.* information
rantre *v.* to introduce, to put into
ranvèse *v.* to turn over
raple *v.* to remind
rapò *n.* report
rapò *n.* connections, relations
rapòte *v.* to report
rara *n.* rural Mardi Gras, popular street dance
ras *see* **laras**
rasin *n.* root, origin
rasis *n.* racist
rat *n.* rat
rate *v.* to fail, to miss
ratibwaze *v.* to devastate
ratresi (retresi) *v.* to shorten
ravèt *n.* cockroach
ravaje *v.* to ravage
ravin *see* **laravin**
ray *see* **laraj**
rayi *v.* to hate, to detest
raz *adj.* boring, uninteresting
raze *v.* to shave
raze *adj.* broke, penniless
razwa *n.* razor
rebèl *n.* rebel
rebwazman *n.* reforestation
rebwaze *v.* to reforest
rechèch *n.* research, search, investigation
recho *n.* charcoal, burner/grill
~ gaz *n.* gas stove
rechofe *v.* to reheat
rechofman *n.* warning
rèd *adj.* stiff, tense, rigid
redaksyon *n.* composition, writing

reflechi *v.* to reflect, to think
reflèks *n.* reflex
refleksif *adj.* reflexive
refleksyon *n.* reflection
refwadisman *n.* chill, common cold
règ *n.* ruler
rega *n.* look, glance
Rege *n.* Reggae
regilye *adj.* regular, consistent
regilyèman *adv.* regularly
reglaj (reglay) *n.* adjustment
règleman *n.* regulation
regre *n.* regrets
regret *v.* to regret
rejyon *n.* region
rekanpe *v.* to stand up again
reklam *n.* publicity, advertisement
reklame *v.* to claim
rekòmanse (rekoumanse) *v.* start over, to begin again
rekonstwi (rekonstui) *v.* to rebuild
rekonstwiksyon (rekonstriksyon) *v.* to reconstruction
rekreyasyon *n.* school recess
relanse *v.* to renew
relaksasyon *n.* relaxation
relatif *adj.* relative
rele *v.* to call
relijiye *adj.* religious
relijyon *see* **larelijyon**
remèt (renmèt) *v.* to return
ren *n.* kidney
rèn *see* **larèn**
renmen *v.* to love, to like
repa *n.* meal
repase *v.* to iron
repete *v.* to repeat
reprann *v.* to begin again
repoze *v.* to rest
resepsyon *n.* reception

resepsyonis *n.* receptionist
resevwa *v.* to receive, to welcome
reskape *n.* survivor
respè *n.* respect
respekte *v.* to respect
respire *v.* to breathe
responsab (reskonsab) *n.* person in charge
responsabilite (reskonsabilite) *n.* responsibility
restavèk *n.* unpaid live-in servant
restoran *n.* restaurant
reta *n.* delay, tardiness
rete (ret) *v.* to hold, to fix
retire *v.* to remove
rèv *n.* dream
revandikasyon *n.* demand, claim
reve *v.* to dream
revèy *n.* alarm clock
revòlte *adj.* rebellious
reyaji *v.* to react, to respond
reyaksyon *n.* reaction
reyalis *adj.* realistic
reyalite *see* **lareyalite**
reyalize *v.* to realize
reyon *n.* ray, beam
reyon *n.* store shelf
rezen *n.* grape
rezèvasyon *n.* reservation
rezève *v.* to make a reservation
rezidansyèl *adj.* residential
rezilta *n.* result
reziyasyon *n.* resignation
reziyen *v.* to resign oneself, to give up
rezon *see* **larezon**
rezoud *v.* to solve, to resolve
ri *v.* to laugh
ri *see* **lari**
ri sansinik *n.* one way street
rich *adj.* rich, wealthy
richès *see* **larichès**

rido *n.* curtain
rilaks *v.* to be relaxed
rim *see* **larim**
ring *n.* boxing ring
rive *v.* to arrive
rive *v.* to happen, to occur
rivyè *see* **larivyè**

S

sa *dem. pron.* that, the one
sa *ind. pron.* what, whatever
sab *n.* sand
sabo *n.* clog
sabò *n.* slap
sabote *v.* to sabotage
sachè *n.* bag
~ plastik *n.* plastic bag
sad *n.* snapper
sadik *n.* sadistic
saf *adj.* gluttonous
saj *adj.* wise
sajès (lasajès) *n.* wisdom
sak *n.* sack, bag
~ zòrye *n.* pillowcase
sakle (sekle) *v.* to weed
sakre *adj.* sacred, holy
sakrifye *v.* to sacrifice
saksofòn *n.* saxophone
sal *adj.* dirty
sal *v.* to dirty
sal *n.* room
~ datant *n.* waiting room
~ espò *n.* gym
~ teyat *n.* theater
salad *n.* salad
sale *v.* to salt
sale *adj.* too salty
salè *n.* salary
salòp *n.* slovenly person
salòp *adj.* slovenly, dirty
Salsa *n.* Salsa
salte *n.* dirt, filth
saltenbank *n.* jerk
salye *v.* to greet

samdi *n.* Saturday
san *n.* blood, heredity
san *n.* one hundred
san *prep.* without
sanble (rasanble) *v.* to gather
sanble *v.* to be alike
sanble *v.* to seem, to appear
sandal *n.* sandal, slipper
sann *n.* ashes
sans *n.* sense, meaning
sans *n.* direction
sansè *n.* vice principal
sansinik *adj.* one way
sant *n.* center, small hospital
sant *n.* odor, smell, aroma
sante *see* **lasante**
santi *v.* to feel
santi *v.* to smell
santi *adj.* stink
santim *n.* cent
santiman *n.* feeling, sentiment
santimèt *n.* centimeter, tape measure
satisfè *adj.* satisfied
save *adj.* knowledgeable, educated
save *n.* educated person
savon *n.* soap
~ lesiv *n.* detergent
~ savon *n.* body soap
savonnen *v.* to soap up
se *v.* it's
sè *n.* sister
sèch (sèk) *adj.* dry
seche *v.* to dry
sechrès *n.* drought
sede *v.* to lend, to yeild
sede *n.* CD, compact disc
segondè *n.* secondary school

sejou *n.* stay
sèk see sèch
sèk *n.* circle, milieu, social club
sèk *adv.* immediately
sèkèy *n.* casket, coffin
sekirite *n.* security
sekrè *n.* secret
sekrete *v.* to secrete, to generate
sekretè *n.* secretary
sekrètman *adv.* secretly
sèks *n.* sex, gender
sèksi *n.* sexy
seksyèl *adv.* sexual
seksyon *n.* section, part
sektanm *n.* September
sektaris *n.* sectarianism
sektè *n.* sector, area
sektoryèl *n.* sexy
sekwe (souke) *v.* to shake, to wiggle
sèl *n.* salt
selibatè *adj.* single, unmarried
selilè *adj.* cellular
selilè *n.* cellular phone
sèlman *adv.* only
sèlman *conj.* but
selon *prep.* depending on, according to
sèlsiyis *n.* Celsius
sèman *n.* oath, vow
sèmante *v.* to swear, to vow
semèn (semenn) *n.* week
semès *n.* semester
sen *adj.* sacred, holy
sen (sent) *n.* holy person, saint
sen *adj.* healthy
sen *n.* breast, bosom
sèn *n.* stage, scene

senatè *n.* senator
senbolik *adj.* symbolic
senbolize *v.* to symbolize
sendika *n.* labor union
Sendomeng *n.* Dominican Republic
senfoni *n.* symphony
sengilye *adj.* singular
senk (sen) *adj.* five
senkyèm *adj.* fifth
senmenn *see semèn*
senp *adj.* simple, easy
sent see sen
senti *n.* waist
sentiwon *n.* man's belt
sentòm *n.* symptom
sentre *v.* to tighten, to tie
separe *v.* to share, to separate
sere *v.* to save, to put away
seremoni *n.* ceremony
seri *n.* door lock
seri *n.* series
seriz *n.* cherry
serye *adj.* serious
seryezman *adv.* seriously
sèso *n.* hanger
sèt *adj.* seven
sètifika *n.* certificate, diploma
sèvè *adj.* strict, severe
sèvi *v.* to serve, to worship
sèvi lwa *v.* to serve the spirit
sèvis *n.* service, duty, religious ceremony
sèvis finèrè *n.* funeral service
sèvolan *n.* kite
sèvo *n.* brain
sèvyèt *n.* towel
seye see eseye
sèz *adj.* sixteen

sezi *v.* to seize, to grab
sezi *adj.* astonished, surprised, amazed
sezon *n.* season
si *n.* wax, eye matter
si *n.* note B in music
si *adj.* sure, certain
si *conj.* if, whether
si *adj.* sour
sibi *v.* to undergo, to experience
sibstans *n.* substance
sid *n.* south
sida *n.* AIDS
sigar *n.* cigar
sigarèt *n.* cigarette
sijè *n.* subject, topic
sik *n.* sugar
sik *n.* cycle
sik *n.* circus
siklòn *n.* cyclon, hurricane
sikològ *n.* psychologist
sikoloji *n.* psychology
sikyat *n.* psychiatrist
sila (sila a) *dem. pron.* this one, that one
sila (sila a) *dem. det.* this, that
silab *n.* syllable
silans *n.* silence
silvoulè *see souple*
siman *n.* cement, concrete
simante *v.* to cement, to pave, to unite
simaye *v.* to spread out
simityè *n.* cemetery, graveyard
sinema (sine) *n.* cinema
sinik *n.* cynic
sinik *adj.* cynical
sinis *adj.* sinister, dark
sinon *adv.* otherwise
sinonim *n.* synonym

sipliye *v.* to beg, to implore
sipò *n.* support
sipòte *v.* to support
sipoze *v.* to suppose, to assume
sitadèl *v.* to citadel
sitiyasyon *n.* situation
sitwon *n.* lime, lemon
sis (si) *adj.* six
sisi see masisi
sispann *v.* to stop, to cease
siveyan *n.* monitor
siveyans *n.* surveillance
siveye *v.* to watch
siwo *n.* sirup
siyal *n.* signal
siyati *n.* signature, autograph
siye *v.* to wipe
size *n.* six o'clock
sizo *n.* scissors
sizyèm *n.* sixth
ski (eski) *n.* ski
slip *n.* man's underwear
so *n.* stamp, seal
so (syo) *n.* small bucket
sò *n.* fate, destiny
sòf (sof) *prep.* except, but
sòlda *n.* soldier
solèy *n.* sun
solid *adj.* solid
solisyon *n.* solution
somon *n.* salmon
~ fime *n.* smoked salmon
son *n.* sound, noise
sonje (chonje) *v.* to remember, to recall
sonnen (sone) *v.* to sound, to ring
sosis *n.* hot dog, sausage
sòs *n.* secretion, discharge
sòs *n.* sauce, juice
~ tomat *n.* ketchup

sòs pwa *n.* thick bean purée
sosyal *adj.* social
sosyalis *n.* socialist
sosyete *n.* society
sosyolengwistik *n.* sociolinguistics
sosyoloji *n.* sociology
sot see soti
sòt *adj.* stupid, dumb
sote *v.* to jump over, to skip, to omit
~ kòd *v.* to jump rope
soti (sòti) *n.* exit
soti (sot, sòt, sòti) *v.* to go out, to come from
soti (sot, sòt, sòti) *v.* to take out, to pull out
soti (sot, sòt, sòti) *prep.* from
sou *adj.* drunk, intoxicated
sou *prep.* on, among, out of, from
sou *conj.* again and again
soud *adj.* death
soufle *v.* to blow
soufri *v.* to suffer
souke *v.* to shake
soukoup *n.* saucer
soulaje *v.* to relieve
soulajman *n.* relief
soule *v.* to get drunk
soulye *n.* shoe
~ talon kikit *n.* high heel shoe
sounami *n.* tsunami
soup *n.* soup
soupe *v.* to eat supper
soupla *n.* placemat
souple (silvouplè) *interj.* Please
souplès *n.* flexibility
souri *v.* to smile
souri *n.* computer mouse

sourit *n.* mouse
souriyan *adj.* smiling
sous *n.* source, origin
sous (lasous) *n.* spring
~ dlo *n.* natural water spring
souse *n.* to suck
sousi *n.* eyebrow
sousi *n.* worry, concern
soutyen (soutyengòj) *n.* bra, brassiere
souvan *adv.* often
sovaj *adv.* wild, savage
sove *v.* to save, to rescue
sove *adj.* safe
sove *v.* to escape, to run away
suit see swit
suivi see swivi
swa *adj.* silky, polished
swa *n.* silk, luster
swa (swè) *n.* evening
swa see oswa
swadizan *conj.* so called
swaf (swèf) *n.* thirst
swaf (swèf) *adj.* thirsty
sware (lasware) *n.* evening
swasann (swasant) *adj.* sixty
swe *v.* to sweat, to perspire
swè *n.* sweat
swen *n.* care, attention
swete *v.* to wish
swisid (suisid) *n.* suicide
syans (lasyans) *n.* science
~ sosyal *n.* social science
~ imèn *n.* human science
syèl *n.* sky
syo see so

T
t see te
ta vmkr. would
ta *adv.* late, overdue

tab *n.* table
tabak *n.* tobacco
tablati *n.* tab
table *v.* to sit at a table
tabli (etabli) *v.* to settle
tabli kò *v.* to be located
tablo *n.* chalkboard
tach *n.* stain, blemish, rash
tach *n.* task
tach *n.* palm thatch
tache *v.* to stain
tache *v.* to fasten, to tie
tafya *n.* raw rum
tak *n.* tackle
take *v.* to lock
take *v.* to tackle
taks *n.* tax
taksi *n.* taxi, cab
talè (titalè, toutalè) *adv.* in a while
talisman *n.* talisman
talon *n.* heel
tamaren *n.* tamarind
tan *n.* time
 ~ **lib** *n.* free time, spare time
tan *n.* time, beat in music
tan *n.* season, weather
tan *n.* verb tense
tanbou *n.* drum
tandans *n.* tendency
tande *v.* to hear
tandiske (tandike) *conj.* while, whereas
tandrès *n.* tenderness, affection
tank *n.* gas tank
tank (tan, tanke) *conj.* as long as
tankou *prep.* like, the same as
tann *v.* to wait

tann *v.* to spread, to hang out clothes
tanp *n.* temporal bone
tanp *n.* temple
tanperati *n.* temperature
tanpèt *n.* storm
 ~ **nèj** *n.* snow storm
tanpi *interj.* too bad
tanpri *interj.* Please
tantasyon *n.* temptation
tante *v.* to tempt
tap *n.* slap
tapan *adv.* exactly
tape *v.* to hit, to beat, to type
tape *v.* to type
tapi *n.* carpet, rug, mat, tablecloth
taptap *n.* pick up truck used for public transportation
taptap *adj.* rapid, quick
tas *n.* cup
taso *n.* fried meat
tat *n.* pie
tay *n.* size, waist
tay kreyon *n.* pencil sharpener
taye *v.* to cut, to slice
tayè *n.* tailor
tchak (tyak) *adj.* bad-tempered severe
tchaka (tyaka) *n.* kind of thick stew with meat
tchala(tyala) *n.* book with lottery numbers
tchanpan(tyanpan) *n.* junk, bad thing
tchans (tyans) *n.* nonsense
tchatcha (tyatya) *n.* maracas
tche see ke
tchèk (tyèk) *n.* check

tcheke(tyèk) *v.* to check off/out
tchèbòl (tyòbòl) *n.* trouble, problem, difficulty
tchètchèwè (tyètchèwè) *adj.* nosy, snooping
tchou (tyou) *n.* anus, ass
tchouboum (tyouboum) *n.* trouble, mess
tchoul(tyoul) *n.* subservient
tchulutchutchu (tulututu) *n.* affectation
tchulutchutchu (tulututu) *adj.* pretentious
te (t) *vmkr.* expressing past
te *n.* tea, infusion
tè see latè
 ~ **danre** *n.* productive farmland
teknik *n.* technique, skill
teknik *adj.* technical
teknisyen *n.* technician
teknoloji *n.* technology
teknolojik *n.* technologic
tèks *n.* text
tele see televizyon
telefòn *n.* telephone, cell phone
telefònè *v.* to call on the phone
tèlke *adv.* such as
tèlman *adv.* so much, so many, to such an extent
televizyon (tele) *n.* television
tèm *n.* theme
tèmomèt *n.* thermometer
tèmòs *n.* thermos
ten *n.* thyme
tenis *n.* tennis, sneakers
tenten *adj.* ridiculous, absurd

tep *n.* tip
teren *n.* field terrain
tès *n.* test
testaman *n.* will, testament
tèt *n.* head
 ~ **chaje** *n.* problem
 ~ **fè mal** *n.* headache
 ~ **kavo** *n.* headstone
 ~ **kay** *n.* roof
 ~ **kwòt** *n.* short kinky hair
tete *n.* breast, nipple
teyat *n.* theather
ti *n.* small, little
tibèkiloz *n.* tuberculosis
ti fi (tifi) *n.* young girl
tig *n.* tiger
ti gason (tigason) *n.* boy
ti gout (tigout) *n.* very small quantity of liquid
tikè *n.* ticket, flight ticket
timoun *n.* child
tinèl *n.* tunnel
tipa tipa (tipatipa) *adv.* step by step
tire *v.* to shoot at
 ~ **kont** *v.* to tell stories, folktales
tiwa *n.* drawer
tòde *v.* to twist, to wring out
tòl *n.* sheet metal
tomat *n.* tomato
ton *n.* tuna
ton *n.* tone, pitch
ton *see* **tonton**
tòn *n.* ton, 2000 pounds
tònad *n.* tornado
tonbe *v.* to start doing something
tonbe *v.* to fall, to collapse
tonm *n.* tomb, grave
tonton (ton) *n.* uncle
total *adj.* total, complete

~ **kapital** *adj.* first-rate
tou *see* **twou**
tou *adj.* each, every
tou *n.* tour
tou *n.* tower
tou *adv.* also, too
toufe *v.* to suffocate
toufe *v.* to steam
toujou *adv.* always, still
toulede (toude) *adv.* both
toulejou *adv.* everyday
tou nèf *adj.* brand new
tounen (retounen) *v.* to come back
tounen *v.* to turn
tounen *v.* to change into, to become
tounvis *n.* screwdriver
toupatou *see* **patou**
toupre (tou pre) *adv.* very close
touris *n.* tourist
touristik *adj.* touristic
tous (latous) *n.* cough
touse *v.* to cough
tousuit (touswit) *adv.* right away
tout *adj.* all, every, any
tout *adj.* whole, entire, total
tout *ind. pron.* everything
toutan (tou tan) *adv.* all the time
toutlasentjounen *adv.* all day long, all the time
touye (tiye) *v.* to kill, to extinguish
towo *n.* bull
tradiksyon *n.* translation
tradisyon *n.* tradition
tradwi (tradui) *n.* to translate
trafik *n.* traffic jam
trajè *n.* journey, trajectory

traka *n.* trouble, problem
trakase *v.* to bother
tranble *v.* to shake, to tremble, to quake
tranblemanntè (tranblemandtè) *n.* earthquake
tranch *n.* slice, section
tranche *v.* to cut into parts, to slice
trankil *adj.* peaceful
trankilite *n.* tranquility, calm
trankilizan *n.* tranquilizer
trann *see* **trant**
tranpe *v.* to soak, to marinate
transpò *n.* transportation
tranzaksyon *n.* transaction
tranzisyon *n.* transition
tras *n.* trace, line
trase *v.* to trace, to draw
travay *v.* to work
travay *n.* work, employment, job
travayè *n.* worker
travayèz *n.* female worker
travayè (travayèz) *adj.* hard-working
tren *n.* train
trennen *v.* to pull, to drag
trepase *v.* to die, to pass away
très *n.* braid
trete *v.* to treat
trèz *adj.* thirteen
tribilasyon *n.* tribulation, trouble
tribinal *n.* tribunal, court
trimès *n.* trimester
trip *adj.* triple
trip *n.* intestines
tris *adj.* sad

twà *adj.* three
twalèt *n.* toilet, restroom
twazyèm *adj.* third
twò *adv.* very
twòp *adv.* too much, too many
twopikal *adj.* tropical
twou (tou) *n.* hole, opening, perforation, leak
twoubadou *n.* kind of music
twous *n.* case, kit
twouse (touse) *v.* to roll up
tyak see tchak
tyaka see tchaka
tyala see tchala
tyanpan see tchanpan
tyans see tchans

U

ui see uit
uisan (ui san) *adj.* eight hundred
uisye (isye) *n.* collection agent, bailiff
uit (ui, wit) *adj.* eight
uitè (uit è, wité) *n.* eight o'clock
uitèdtan (witédtan) *adv.* eight hours
uityèm (wityèm) *n.* eighth

V

va see ava
vach *n.* cow
vag *n.* wave
vag *adj.* vague
vag *v.* to ignore
vag *interj.* forget it!
vagabon (vakabon) *n.* vagabond, drifter
vajen *n.* vagina
vakans *n.* vacation
vaksen *n.* vaccine
valab *adj.* valuable, valid
vale *n.* valley
valè (lavalè) *n.* value, rate, worth

valè *n.* amount of, quantity of
valiz *n.* suitcase, bag
vals *n.* waltz
valse *v.* to waltz
van *n.* wind, breeze, air
vàn *n.* flood gate, water gate
vandredi *n.* Friday
vann *v.* to sell
vaniy *n.* vanilla
vant *n.* belly, abdomen, stomach
vant (lavant) *n.* sale
varyasyon *n.* variation
varye *v.* to vary
vaykevay *adj.* careless
vaykevay *adv.* carelessly
vaz *n.* bedpan, chamber pot
vè *n.* glass
vè *n.* worm
vè *n.* verse
vè *prep.* around, about
vèb *n.* verb
vèb modal *n.* modal verb
vèb aspektyèl *n.* aspectual verb
vèb oksilyè *n.* auxiliary verb
vèdi *n.* green
vedèt *n.* popular artist, star
vèf *adj.* widowed
vèf *n.* widower
vekse *v.* to insult
vekse *adj.* offended
veksasyon *n.* insult
vektè *n.* vector
vèmin *n.* vermin, pest, parasite
ven (venn, vent) *adj.* twenty
vèn (venn) *n.* vein, artery, blood vessel
vennsenk *adj.* twenty-five
venteyen *adj.* twenty one
verite (laverite) *n.* truth
vesèl *n.* dish
vesi *n.* bladder
vèt *adj.* green
vètè *n.* arthworm

veterinè *n.* veterinary
vèv *adj.* widowed
vèv *n.* female widower
vèvè *n.* vodou ritual symbols
veye (vèy) *n.* wake
veye *v.* to watch over, to pay attention
vi see lavi
vi *n.* view
vid *adj.* empty
vide *v.* to pour out, to empty
viktim *n.* victim
viktwà see laviktwà
viks *n.* Vicks vapor rub
vitamin *n.* vitamin
vil see lavil
vinèg *n.* vinegar
vini (vin) *v.* to come, to become
~ wè *v.* to visit
vire *v.* to turn over
vis *adj.* vice
vis *n.* screw
vise *v.* to screw
vitès *n.* speed
~ limit *n.* speed limit
viv *vtr.* to experience; *vintr.* to live, to exist
viv *n.* starchy vegetables
viv *interj.* long live!
vivan *adj.* alive, living
vivan *n.* human being
viza *n.* visa
vizit *n.* visit
vizite *v.* to visit
vizyon *n.* vision
vle *v.* to want, to wish
vlen *n.* fibrous part of meat
vlope *v.* to fold up, to wrap up
vlou *n.* velvet
vodou *n.* vodou
vodouyizan *n.* vodoist, vodou practitioner
vokabilè *n.* vocabulary
vokal *n.* vocal
vòl *n.* theft, robbery
vòl *n.* flight

volan *n.* weel
volay (volaj) *n.* poultry
vole *n.* beating
vole *v.* to fly
vole gagè *v.* to flee from battle
vòlè (vòlò) *v.* to steal
vòlè (vòlò) *n.* thief
vòlèz *n.* female thief
volim *v.* volume
vòlkan *n.* volcano
vòlkanik *adj.* volcanic
volonte (lavalonte) *n.* will, desire
volontè *n.* volunteer, voluntary
vomi (vonmi) *v.* to vomit
vomisman (vonmisman) *n.* vomiting
voras *adj.* voracious
vorasite *n.* voracity
voryen *n.* good-for-nothing
voye *v.* to send
~ ale *v.* to send away
~ voye chache *v.* to send for
~ voye jete *v.* to throw away
vre (vrè) *adj.* real, true, authentic
vre (vrè) *adv.* really
vrèman *adv.* really, truly
vwa (lavwa) *n.* voice, vote
vwa *n.* road, way, route
vwal (vwèl) *n.* veil
vwala *interj.* exactly!
vwalye *n.* sailboat
vwati *n.* car, automobile
vwayaj *n.* trip, travel, voyage, journey
vwayaje *v.* to travel
vwayajè *n.* traveller, passenger
vwayèl *n.* vowel
vyann *n.* meat
~ moulen *n.* gound meat
vye *adj.* old, aged, ancient
vyèj *adj.* virgin, blank
vyèj (lavyèj, lavyèy, vyèy) *adj.* The Virgin Mary

vyolan *adj.* violent
vyolans *n.* violence
vyolasyon *n.* violation
vyòl *n.* rape
vyole *v.* to violate, to rape
vyolèt *n.* violet, purple
vyolon *n.* violin

W

w see ou
wa *n.* king
wanga *n.* charm, spell
wat *n.* watt
watè *n.* toilet, bathroom
watè *v.* to have a bowel movement
way (woy) *interj.* ouch!
wayal *adj.* royal
wè *v.* to see, to realize
wès see lwès
wete *v.* to remove, to take away/off
wi *adj.* yes
wi *interj.* emphatic marker
wiski *n.* whiskey
wit see uit
witè see uitè
witèdtan see uitèdtan
wityèm see uityèm
wo *adj.* tall
wo *adv.* high
wòb *n.* dress, bathrobe
wobinèt (wobinè) *n.* faucet, tap
wobo *n.* robot
wòch *n.* stone, rock
wòklò *adj.* recalcitrant, rough
wòl *n.* part, role, place
woma *n.* lobster, spiny lobster
won *adj.* round, sharp
wonfle *v.* to snore
wonfle *v.* to beat up
wonm *n.* rum
wonn *adj.* round, circle, ring
wont (hont) *adj.* ashamed
wont (hont, lawont) *n.* shame, embarrassment

wotè (hotè, otè) *n.* height, stature
woti *v.* to roast
wou *n.* hoe
wou *n.* wheel, tire
wouch *interj.* yuck!
wouj *adj.* red
woujalèw *n.* lipstick
wouke (houke) *v.* to call at, to howl
woule *v.* to roll
woulèt *n.* hem
woulèt *n.* roller, small wheel
woulèt *n.* hem
woulib *n.* coasting, ride
woulibè *n.* rider, opportunist
woulo *n.* roll, cylinder
wout see lawout
~ tè *n.* dirt road
~ asfalte *n.* paved road
~ dekoupe *n.* shortcut
wouze (awoze) *v.* to water
woy *interj.* whoa!
woz (wòz) *adj.* pink
wozèt *n.* bowtie
wozo *n.* reed

Y

y see yo
ya *interj.* yeah! yes!, okay!
yanm *n.* yam
yanvalou *n.* kind of traditional dance
yawout see yogout
ye *v.* to be
yè *n.* yesterday
yè *adv.* yesterday
yo (y) *pron.* they, (to) them, their
yoga *n.* yoga
yogout *n.* yogurt
yòl *n.* minivan
yon (on) *indef art.* a, an
yon seri de *n.* a series of
youn *pron.* one
yoyo *n.* yo-yo toy
yoyo *n.* dick, penis

Z**zaboka** *n.* avocado**zafè** *see afè***zafè** *interj.* whatever!**zak (ak)** *n.* action, act, bad action**zak (ak)** *n.* bad action, crime**zam** *n.* weapon, arm**zam** *n.* shooting**zan** *see ane***zanj (lezanj)** *n.* angel, vodou spirit**zanmann** *n.* almond**zanmi** *n.* friend**zannanna** *see anana***zannimo** *n.* animal, beast**zanno** *n.* earring**ze** *n.* egg**zè** *see lè***zè** *n.* hours**zèb** *n.* grass, herb, marijuana**zegui (zegwi)** *n.* needle**zèklè (eklè)** *n.* lightning**zèl** *n.* wing**zèl** *n.* zeal, ardor**zèl** *n.* wing**zèlvèt** *n.* loose woman**zen** *n.* fishhook**zen** *n.* gossip, rumor**zeng** *n.* crest, comb**zenglen** *n.* fragment of broken glass**zepeng (epeng)** *n.* pin, staple**zepina** *see epina***zepis** *see epis***zèpòl (epòl)** *n.* shoulder**zepon** *n.* spur**zès** *n.* zest**zetwal** *see etwal***zèv (èv)** *n.* works, achievements**zèv** *n.* good deed, good action**zewo** *n.* zero**zigzag** *n.* zigzag**zile (il)** *n.* island**zing (zong)** *n.* very small quantity of**zip** *n.* zipper**zipe** *v.* to zip up**zizi** *n.* pretentious person**zizi** *see zozo***zo** *adj.* thin, skinny**zo** *n.* bone**zòn** *n.* neighborhood, area**zonbi** *n.* zombi**zong** *see zing***zongle** *v.* to scratch**zonyon** *n.* oignon**zoranj** *n.* orange**zòrèy** *n.* ear**zòrye** *n.* pillow**zòtèy** *n.* toe**zotobre** *n.* big shot, VIP**zouti** *n.* tool**zuit (zwit)** *n.* oyster**zwa** *n.* goose**zwazo** *n.* bird**zwing** *onom.* sound of something that strikes**zye** *see je*

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